DOCUMENT RESUME

ED 149 050 CE 014 196

AUTHOR Gold, Judy E.
TITLE Market Aspects of an Interior Design Program.
SPONS AGENCY East Texas State Univ., Commerce.
PUB DATE 77
NOTE 298p.

EDRS PRICE MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS Art Education; *Curriculum Development; Employment Opportunities; Employment Qualifications; Feasibility Studies; Graduation Requirements; Home Economics; *Home Furnishings; Interdisciplinary Approach; *Interior Design; *Job Market; Marketing; Occupational Surveys; Post Secondary Education; *Program Planning; Technical Education; Trade and Industrial Education
IDENTIFIERS Louisiana; Oklahoma; Texas; Texas (Dallas)

ABSTRACT

A project was conducted to evaluate a proposed interior design program in order to determine the marketability (job availability in the field of interior design and home furnishings merchandising) and the feasibility (educational requirements for entrance into the interior design and home furnishings merchandising job market) of the program. To accomplish these purposes, interior design and home furnishings businesses in the Dallas metroplex, northeast Texas, southeastern Oklahoma, and western Louisiana were surveyed. To determine job availability and to ascertain educational requirements for entrance into this field, nine research questions were formulated for the survey. Based on the findings, several conclusions were drawn and recommendations primarily focusing on the need for further research were made. Intended to be utilized in planning a curriculum for an interdisciplinary interior design program, it was determined that the results of the study could benefit various departments at East Texas State University, including home economics, marketing and management, industry and technology, and art. Other institutions of higher education could utilize the data concerning the job market and educational requirements for interior design graduates, and interior design and home furnishings businesses in the surveyed areas could benefit as well. (BM)

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Judy E. Gold
Assistant Professor
Department of Home Economics

East Texas State University
Organized Research
Commerce, Texas
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ACKNOWLEDGEMENTS

This research was made possible by a grant from the East Texas State University Faculty Research Committee. The author wishes to thank the members of this Committee. A special expression of gratitude is expressed to Dr. H. M. Lafferty, Director of Organized Research, for his support and wise counsel throughout the duration of the project.

Because this report includes data not directly funded by Organized Research, the author wishes to recognize and express appreciation to Mrs. Ruby Fournet, Department of Home Economics, who conducted the survey of Dallas metroplex interior design and homefurnishings businesses. The data from Mrs. Fournet's research made this final report more comprehensive.

Sincere appreciation is also expressed to Ms. Janet Carter, the author's research assistant. Without her efficient work, the completion of this project on schedule would not have been possible.

Others to whom the author is indebted are: Dr. John Zimmerman, Dean, College of Sciences and Technology, for his encouragement and support of the project; Dr. Mildred Luckhardt, Head, Department of Home Economics, for her cooperation while this project was underway; Mr. Gordon Thomas and Mr. Ed Counts, Center for Educational Media and Technology, for the design of the cover; and Mr. Carl Hyatt and his staff of the University Print Shop for their skill in bringing the project to completion.

A special thanks is expressed to Ms. Nancy Shankle who typed the final report. For her skill in typing a report of this nature, the author is indeed appreciative.

Despite the efforts of all those mentioned above, the author assumes full responsibility for any errors or omissions contained in this study.

Judy E. Gold

TABLE OF CONTENTS

Page

LIST OF TABLES viii

Chapter

1. INTRODUCTION 1

QUESTIONS TO BE ANSWERED 2

DELIMITATIONS 3

LIMITATIONS 4

BASIC ASSUMPTIONS 4

DEFINITION OF TERMS 5

Interior Designer 5

Home Furnishings Merchandiser 5

Design Oriented Furniture Store 5

Middle American Furniture Store 5

Mass Market Furniture Store 6

Job Market 6

METHOD OF THE STUDY 6

Instrument 6

Sample 6

PROCEDURES OF THE STUDY 7

2. REVIEW OF THE LITERATURE 9

THE INTERIOR DESIGNER 9

THE HOME FURNISHINGS MERCHANDISER 11

THE DEVELOPMENT OF THE INTERIOR DESIGN PROFESSION 12

Chapter Page

ACCREDITATION AND CRITERIA FOR INTERIOR DESIGN EDUCATION 15

CURRICULUM PLANNING IN HIGHER EDUCATION WITH APPLICATION FOR INTERIOR DESIGN AND HOME FURNISHINGS MERCHANDISING 20

EMPLOYMENT OPPORTUNITIES IN INTERIOR DESIGN AND HOME FURNISHINGS MERCHANDISING 25

EMPLOYMENT FORECASTS FOR INTERIOR DESIGN AND HOME FURNISHINGS MERCHANDISERS 27

SALARIES FOR INTERIOR DESIGNERS AND HOME FURNISHINGS MERCHANDISERS 28

TRENDS IN INTERIOR DESIGN 32

SUMMARY 33

3. RESULTS OF THE DALLAS STUDY 36

JOB AVAILABILITY 38

Question 1 39

Question 2 39

Question 3 41

Question 4 43

Question 5 44

Question 6 47

Question 7 47

EDUCATIONAL REQUIREMENTS 48

Question 8 50

Question 9 62

Interior design and home furnishings merchandising curriculum 62

Business curriculum 80

Chapter Page

Industry and technology curriculum 95

Art curriculum 106

4. CONCLUSIONS AND RECOMMENDATIONS: DALLAS STUDY 119

CONCLUSIONS 119

RECOMMENDATIONS 124

5. RESULTS OF THE NORTHEAST TEXAS, SOUTHEASTERN OKLAHOMA AND WESTERN LOUISIANA STUDY 126

JOB AVAILABILITY 127

Question 1 127

Question 2 130

Question 3 133

Question 4 135

Question 5 135

Question 6 138

Question 7 141

EDUCATIONAL REQUIREMENTS 141

Question 8 143

Question 9 161

Interior design and home furnishings merchandising curriculum 162

Business curriculum 186

Industry and technology curriculum 208

Art curriculum 225

6. CONCLUSIONS AND RECOMMENDATIONS: NORTHEAST TEXAS, SOUTHEASTERN OKLAHOMA AND WESTERN LOUISIANA STUDY 243

Chapter Page

CONCLUSIONS 243

RECOMMENDATIONS 249

REFERENCES CITED 252

APPENDICES 255

LIST OF TABLES

Table Page

1. Type of Business Ownership 37

2. Rating of Difficulty Interior Design and Home Furnishings Merchandising Businesses Experienced in Finding Qualified Employees 38

3. Number of Personnel Employed in the Area of Interior Design and Home Furnishings 40

4. Degree of Education of Employees in the Area of Interior Design and Home Furnishings 41

5. Interior Design and Home Furnishings Merchandising Employees by Area of Work Involvement 42

6. Pay Scale for Beginning Employees in the Area of Interior Design and Home Furnishings 44

7. Method of Payment for Beginning Employees in the Area of Interior Design and Home Furnishings . . . 45

8. Method of Payment for Established Employees in the Area of Interior Design and Home Furnishings . . . 46

9. Percentage of Anticipated Employee Increase Rate and Total Number Job Openings Within the Year 48

10. Annual Rate of Employee Turnover as Reported by the Businesses 49

11. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Total Sample (N = 175) 51

12. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Design Oriented Furniture Stores (N = 23) 52

Table Page

13. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Mass Market Furniture Stores (N = 14) 53

14. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Middle American Furniture Stores (N = 14) 54

15. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Interior Designers (N = 32) 54

16. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Architectural (N = 17) . . . 55

17. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Department Stores (N = 11) 56

18. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Floor Covering (N = 25) . . . 57

19. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Window and/or Wall Covering (N = 10) 58

20. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Paint Stores (N = 14) 58

21. Overview of the Ranking of Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance by Median Rank 60

22. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Total Sample (N = 175) . . . 63

23. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 23) 65

Table Page

24. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 14) 66

25. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 14) 67

26. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Interior Designers (N = 32) 69

27. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Architectural (N = 17) 70

28. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Department Stores (N = 11) 72

29. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Floor Covering (N = 25) 73

30. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10) 74

31. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Paint Stores (N = 14) 76

32. Overview of the Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance by Median Rank 77

33. Ranking of Courses for Business Curriculum According to Perceived Importance: Total Sample (N = 175) 81

Table Page

34. Ranking of Courses for Business Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 23) 82

35. Ranking of Courses for Business Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 14) 83

36. Ranking of Courses for Business Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 14) 84

37. Ranking of Courses for Business Curriculum According to Perceived Importance: Interior Designers (N = 32) 85

38. Ranking of Courses for Business Curriculum According to Perceived Importance: Architectural (N = 17) 86

39. Ranking of Courses for Business Curriculum According to Perceived Importance: Department Stores (N = 11) 87

40. Ranking of Courses for Business Curriculum According to Perceived Importance: Floor Covering (N = 25) 88

41. Ranking of Courses for Business Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10) 89

42. Ranking of Courses for Business Curriculum According to Perceived Importance: Paint Stores (N = 14) 91

43. Overview of the Ranking of Courses for Business Curriculum According to Perceived Importance by Median Rank 92

44. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Total Sample (N = 175) 95

45. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 23) 96

Table Page

46. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 14) 97

47. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 14) 98

48. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Interior Designers (N = 32) 99

49. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Architectural (N = 17) 99

50. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Department Stores (N = 11) 100

51. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Floor Covering (N = 25) 101

52. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10) 102

53. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Paint Stores (N = 14) 103

54. Overview of the Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance by Median Rank 104

55. Ranking of Courses for Art Curriculum According to Perceived Importance: Total Sample (N = 175) . . . 107

56. Ranking of Courses for Art Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 23) 108

57. Ranking of Courses for Art Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 14) 109

58. Ranking of Courses for Art Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 14) 109

Table Page

59. Ranking of Courses for Art Curriculum According to Perceived Importance: Interior Designers (N = 32) 110

60. Ranking of Courses for Art Curriculum According to Perceived Importance: Architectural (N = 17) 111

61. Ranking of Courses for Art Curriculum According to Perceived Importance: Department Stores (N = 11) 112

62. Ranking of Courses for Art Curriculum According to Perceived Importance: Floor Coverings (N = 25) 113

63. Ranking of Courses for Art Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10) 114

64. Ranking of Courses for Art Curriculum According to Perceived Importance: Paint Stores (N = 14) 114

65. Overview of the Ranking of Courses for Art Curriculum According to Perceived Importance by Median Rank 116

66. Type of Business Ownership 128

67. Rating of Difficulty Interior Design and Home Furnishings Merchandising Businesses Experienced in Finding Qualified Employees 129

68. Number of Personnel Employed in the Area of Interior Design and Home Furnishings 131

69. Degree of Education of Employees in the Area of Interior Design and Home Furnishings 132

70. Interior Design and Home Furnishings Merchandising Employees by Area of Work Involvement 134

71. Pay Scale for Beginning Employees in the Area of Interior Design and Home Furnishings 136

72. Method of Payment for Beginning Employees in the Area of Interior Design and Home Furnishings 137

73. Method of Payment for Established Employees in the Area of Interior Design and Home Furnishings . . . 139

Table Page

74. Percentage of Anticipated Employee Increase Rate and Total Number Job Openings within the Year 140

75. Annual Rate of Employee Turnover as Reported by the Businesses 142

76. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Total Sample (N = 265) 144

77. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Design Oriented Furniture Stores (N = 17) 145

78. Ranking of Qualifications for Interior Design an and Home Furnishings Merchandising Applicants According to Perceived Importance: Mass Market Furniture Stores (N = 20) 146

79. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Middle American Furniture Stores (N = 43) 147

80. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Interior Designers (N = 34) 148

81. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Building Contractors (N = 28) 149

82. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Architectural (N = 25) 150

83. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to perceived Importance: Department Stores (N = 18) 151

84. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Floor Covering (N = 22) 152

Table Page

85. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Window and/or Wall Covering (N = 10) 153

86. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Accessories (N = 7) 154

87. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Lighting (N = 9) 155

88. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Paint Stores (N = 17) 156

89. Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Other (N = 15) 157

90. Overview of the Ranking of Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance by Median Rank 159

91. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Total Sample (N = 265) 163

92. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 17) 164

93. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 20) 166

94. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 43) 167

Table Page

95. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Interior Designers (N = 34) 168

96. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Building Contractors (N = 28) 170

97. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Architectural (N = 25) 171

98. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Department Stores (N = 18) 172

99. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Floor Covering (N = 22) 174

100. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10) 175

101. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Accessories (N = 7) 176

102. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Lighting (N = 9) 178

103. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Paint Stores (N = 17) 179

104. Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Other (N = 15) 180

Table Page

105. Overview of the Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance by Median Rank 182

106. Ranking of Courses for Business Curriculum According to Perceived Importance: Total Sample (N = 265) 187

107. Ranking of Courses for Business Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 17) 188

108. Ranking of Courses for Business Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 20) 189

109. Ranking of Courses for Business Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 43) 190

110. Ranking of Courses for Business Curriculum According to Perceived Importance: Interior Designers (N = 34) 192

111. Ranking of Courses for Business Curriculum According to Perceived Importance: Building Contractors (N = 28) 193

112. Ranking of Courses for Business Curriculum According to Perceived Importance: Architectural (N = 25) 194

113. Ranking of Courses for Business Curriculum According to Perceived Importance: Department Stores (N = 18) 195

114. Ranking of Courses for Business Curriculum According to Perceived Importance: Floor Covering (N = 22) 197

115. Ranking of Courses for Business Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10) 198

116. Ranking of Courses for Business Curriculum According to Perceived Importance: Accessories (N = 7) 199

Table Page

117. Ranking of Courses for Business Curriculum According to Perceived Importance: Lighting (N = 9) 200

118. Ranking of Courses for Business Curriculum According to Perceived Importance: Paint Stores (N = 17) 202

119. Ranking of Courses for Business Curriculum According to Perceived Importance: Other (N = 15) 203

120. Overview of the Ranking of Courses for Business Curriculum According to Perceived Importance by Median Rank 204

121. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Total Sample (N = 265) 208

122. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 17) 209

123. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 20) 210

124. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 43) 211

125. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Interior Designers (N = 34) 212

126. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Building Contractors (N = 28) 213

127. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Architectural (N = 25) 214

128. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Department Stores (N = 18) 215

129. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Floor Covering (N = 22) 216

Table Page

130. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10) 217

131. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Accessories (N = 7) 218

132. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Lighting (N = 9) 219

133. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Paint Stores (N = 17) 220

134. Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Other (N = 15) 221

135. Overview of the Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance by Median Rank 223

136. Ranking of Courses for Art Curriculum According to Perceived Importance: Total Sample (N = 265) 225

137. Ranking of Courses for Art Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 17) 226

138. Ranking of Courses for Art Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 20) 227

139. Ranking of Courses for Art Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 43) 228

140. Ranking of Courses for Art Curriculum According to Perceived Importance: Interior Designers (N = 34) 229

141. Ranking of Courses for Art Curriculum According to Perceived Importance: Building Contractors (N = 28) 230

142. Ranking of Courses for Art Curriculum According to Perceived Importance: Architectural (N = 25) 231

Table Page

143. Ranking of Courses for Art Curriculum According to Perceived Importance: Department Stores (N = 18) 232

144. Ranking of Courses for Art Curriculum According to Perceived Importance: Floor Covering (N = 22) 233

145. Ranking of Courses for Art Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10) 234

146. Ranking of Courses for Art Curriculum According to Perceived Importance: Accessories (N = 7) 235

147. Ranking of Courses for Art Curriculum According to Perceived Importance: Lighting (N = 9) 236

148. Ranking of Courses for Art Curriculum According to Perceived Importance: Paint Stores (N = 17) 237

149. Ranking of Courses for Art Curriculum According to Perceived Importance: Other (N = 15) 238

150. Overview of the Ranking of Courses for Art Curriculum According to Perceived Importance by Median Rank 240

Chapter 1

INTRODUCTION

This project had two major purposes. The project evaluated a proposed Interior Design program in order to determine: (1) the marketability of the program (job availability in the field of interior design and home furnishings merchandising) and (2) the feasibility of the program (educational requirements for entrance into the interior design and home furnishings merchandising job market). To accomplish the preceding purposes, interior design and home furnishings businesses in the Dallas metroplex, northeast Texas, southeastern Oklahoma, and western Louisiana were surveyed.

While this project was specifically funded to survey northeast Texas, southeastern Oklahoma, and western Louisiana businesses, the final report has also included the survey of Dallas metroplex businesses in order that all data related to the evaluation of a proposed Interior Design program could be compiled into one volume.

The results of this project can benefit the following departments of East Texas State University: Home Economics, Marketing and Management, Industry and Technology, and Art. These departments could utilize the findings in planning a curriculum for an interdisciplinary Interior Design program. The results of the study can also benefit other institutions of higher education in the region, as well as interior design and home furnishings businesses in the Dallas metroplex, northeast Texas, southeastern Oklahoma, and western Louisiana. Other institutions of higher education could utilize the data concerning the job market and educational requirements for Interior Design graduates. Interior design and home furnishings businesses could benefit from having participated in the educational decision-making process, as they have contributed to the determination of educational requirements for their potential interior design and home furnishings merchandising employees. Further, upon their request, all businesses surveyed have been furnished a copy of the survey results.

QUESTIONS TO BE ANSWERED

In order to determine job availability and to ascertain educational requirements for entrance into the interior design and home furnishings merchandising job market, the following research questions were formulated:

1. How many persons were employed by the various businesses in the area of interior design and home furnishings merchandising?

2. What was the educational background of the present employees of the various businesses?

3. Were the various businesses presently employing salespeople only, salespeople with some training in interior design, or interior designers who engaged in some selling?

4. What was the pay scale used by the various businesses for new employees in the area of interior design and home furnishings merchandising?

5. What were the methods used by the various businesses for paying their beginning employees and their established employees in

the area of interior design and home furnishings merchandising?

6. What was the number of potential new job openings for interior designers and home furnishings merchandising persons in the various businesses?

7. What was the annual rate of employee turnover for the various businesses?

8. How did the various businesses rank the qualifications (education, experience, salesmanship potential, personality, product knowledge, professionalism, and communicative skills) of a potential interior design and home furnishings merchandising employee?

9. Of the four educational curriculum areas (interior design and home furnishings merchandising, business, industry and technology, and art), how did the various businesses rank them according to importance for their interior design and home furnishings merchandising employees?

DELIMITATIONS

The Dallas metroplex study was delimited to 632 businesses in that area. The northeast Texas, southeastern Oklahoma, and western Louisiana study was delimited to 1,000 businesses. The northeast Texas area was delimited to the following thirty-one counties: Anderson, Bowie, Camp, Cass, Collin, Cooke, Delta, Ellis, Fannin, Franklin, Grayson, Gregg, Harrison, Henderson, Hopkins, Hunt, Kaufman, Lamar, Marion, Morris, Navarro, Panola, Rains, Red River, Rockwall, Rusk, Smith, Titus, Upshur, Van Zandt, and Wood. The southeastern Oklahoma area was delimited to the following towns: Ardmore, Durant, Hugo, and McAlester. The western Louisiana area was delimited to these towns: Shreveport and Bossier City.

The businesses surveyed were delimited to those related to interior design and home furnishings merchandising. The businesses included those such as design oriented furniture stores, mass market furniture stores, middle American furniture stores, interior designers, building contractors, architectural firms, specifiers, department stores, floor covering businesses, window and/or wall covering businesses, accessories, lighting, and paint stores.

LIMITATIONS

General limitations were intrinsic in this research since the results of the investigation were dependent upon the cooperation of the various responding businesses. The limitations included (1) the usability of the returned questionnaire, and (2) lack of control over the response to the survey.

BASIC ASSUMPTIONS

Three basic assumptions regarding the present investigation were made. They were:

1. The Dallas metroplex is a major job market for students pursuing a job in interior design or home furnishings merchandising.

2. The northeast Texas, southeastern Oklahoma, and western Louisiana area is a major job market for students pursuing a job in interior design and home furnishings merchandising.

3. The various businesses surveyed were qualified to evaluate educational curriculum criteria for their interior design and home furnishings merchandising employees.

DEFINITION OF TERMS

For the purpose of this study, the following definitions were used:

Interior Designer

According to Schneider (1977:5), "the interior designer is a person who is qualified [,] by training and experience, to plan and supervise the design and execution of interiors and their furnishings, and to organize the various arts and crafts essential to their completion.

Home Furnishings Merchandiser

The home furnishings merchandiser (Dictionary of Occupational Titles: Definition of Titles, 1965:619) is a "person whose occupation is to sell merchandise to be used to furnish homes, offices, and public buildings."

Design Oriented Furniture Store

The design oriented furniture store is a retail furniture store which primarily sells high-quality furniture and furnishings. The design oriented furniture store usually has one or more interior designers on its staff.

Middle American Furniture Store

The middle American furniture store is a retail furniture store which primarily sells quality furniture and furnishings to the middle-class clientele.

Mass Market Furniture Store

The mass market furniture store is a retail or "wholesale" furniture store which primarily sells lower quality furniture and furnishings to the general public. The mass market furniture store is aimed toward selling large quantities of low-priced merchandise.

Job Market

The job market is the world of trade or economic activity as it is related to a given place or area.

METHOD OF THE STUDY

This study employed the survey method of research. To achieve the purposes of the study, an original questionnaire was designed by the principal investigator and Mrs. Ruby Fournet, Home Economics faculty.

Instrument

The original questionnaire was designed to elicit answers from the various businesses which would obtain data regarding the following areas: (1) information about present employee policies and (2) ranking of the curriculum areas as outlined in the instrument according to their perceived importance. The instrument was accompanied by a cover letter (see Appendices A and E) and a postage-paid return envelope. The questionnaire appears in Appendices B and F.

Sample

The sample for the Dallas survey was 632 interior design and home furnishings oriented businesses. Of the 632 businesses surveyed, 243 responded. The rate of total return was 38 percent. Sixty-eight of the responses were determined unusuable. Therefore, there was a total usuable response from 175 businesses. The rate of return for usuable responses was 28 percent.

The sample for the northeast Texas, southeastern Oklahoma, and western Louisiana survey was 1000 interior design and home furnishings oriented businesses. Of the 1000 businesses surveyed, 346 responded. The rate of total return was 34.6 percent. Eighty-one of the survey responses were determined unusable due to the fact that the responding businesses did not employ interior design and home furnishings merchandising personnel, and the surveys were insufficiently completed. Therefore, there was a total usuable response from 265 businesses. The rate of return for usable responses was 26.5 percent.

PROCEDURES OF THE STUDY

In order to determine the effectiveness of the instrument, a pilot study was conducted. Several prominent Dallas area professionals were asked to complete the original questionnaire, of which thirteen complied. This pilot group was representative of the survey sample. Their expertise was elicited in evaluating the appropriateness of the questionnaire. Upon the recommendations of the pilot group, the instrument was revised.

The thirteen professionals who served as the pilot study also comprise the Advisory Committee for the Interior Design Program at East Texas State University. The committee consisted of five interior designers, one architect, one junior college design instructor, and six furniture store representatives.

The revised instrument was mailed to the Dallas sample in January, 1977. The sample was chosen at random from a list which was obtained from the Executive Services (a mailing list company in Dallas). The purpose of acquiring the mailing list was to establish the name of the firm's principal in order to address the instrument to the person whose title most likely would make that person an appropriate respondent.

After three weeks, a follow-up mailing of the instrument was sent to those Dallas businesses which had not responded to the initial mailing. At the end of two weeks, the returned responses were evaluated to determine their usability. The data were coded and then computed on a percentage and median rank basis by the East Texas State University Computer Center.

The revised instrument was mailed to the northeast Texas, southeastern Oklahoma, and western Louisiana sample in March, 1977. The sample was ascertained through Chambers of Commerce (see Appendix D) and telephone directory yellow pages of the various counties and towns being surveyed.

After four weeks, a follow-up mailing was sent to those northeast Texas, southeastern Oklahoma, and western Louisiana businesses which had not responded to the initial mailing. At the end of two weeks, the returned responses were evaluated to determine their usability. The data were coded and then computed on a percentage and median rank basis by the East Texas State University Computer Center.

Chapter 2

REVIEW OF THE LITERATURE

The literature related to the present investigation is surveyed in this chapter. Literature cited examines the following areas: the interior designer; the home furnishings merchandiser; development of the interior design profession; accreditation and criteria for interior design education; curriculum planning in higher education with applications for interior design and home furnishings merchandising; job opportunities, employment forecasts, and salaries for interior designers and home furnishings merchandisers; and trends in interior design.

THE INTERIOR DESIGNER

A confusion exists between the definition of a "decorator" and a "designer." The literature has, in the past, tended to include both terms when defining either. The Dictionary of Occupational Titles (1965:389) demonstrated this use of the two terms. "Interior Designer and Decorator, consulting decorator; . . . plans and designs artistic interiors for homes, hotels, ships, commercial and institutional structures, and other establishments." In order to understand the posture of the interior designer, a distinction between the two terms is needed. The following current literature is cited in an effort to clarify the difference between a "decorator" and a "designer."

Lee (1976:12) defined a "decorator" as ". . . that individual who is responsible for the 'dressing' of an existing space." He then defined an "interior designer" as:

> . . . that individual who practices interior architecture. He may conceive an interior environment including lighting, heating, partitioning, ceiling, and other structural and material considerations in addition to the decorative responsibilities.

According to Lederer (1974:339), "A decorator is more involved with particular rooms, while an interior designer may work on a whole office building or other establishment." Schneider (1977:3) made the distinction that a decorator only changes the surface application of furnishings in a room while an interior designer deals with structural changes as well as surface treatments. Schneider further stated that the interior designer "must be skilled in altering space and size."

Holden (1973:110) basically stated the same defininition of an interior designer; however, he expanded the description to include the designer as one who ". . . prepares plans like those drawn by an architect, makes sketches in color, and may even build scale models of fully furnished interiors to explain his ideas to the client."

It can be determined from this review of the literature that there is a definite perceived difference between the decorator and the designer. In conclusion, the American Society of Interior Designers (Schneider, 1977:5) offered its own definition of who qualifies under the title of "interior designer."

> The interior designer is a person qualified [,] by training and experience, to plan and supervise the design and execution of interiors and their furnishings, and to organize the various arts and crafts essential to their completion.

THE HOME FURNISHINGS MERCHANDISER

In order to understand the importance of the home furnishings merchandiser, there needs to be a differentiation between a salesperson and a home furnishings merchandiser. The primary difference between the two is, according to the Dictionary of Occupational Titles (1965: 389), that the home furnishings merchandiser "is a person educated in the area of business and is knowledgeable in matters related to home furnishings." A salesperson, according to the Dictionary of Occupational Titles (1965:389), "is a person who displays, describes, and sells to individuals merchandise, utilizing general knowledge of the characteristics, quality, and merit of items sold."

The term "salesperson" is a general one designated to persons who sell merchandise. The term "home furnishings merchandiser" is a specific title designated to persons educated and experienced in the area of home furnishings.

The literature indicates several areas of employment which a home furnishings merchandiser may pursue. Lederer (1975:630) referred to the "home furnishings coordinators who assist in the choosing of draperies and curtains, carpets and rugs, furniture and accessories to stock, that will be harmonious when assembled in the home of the purchaser."

The Occupational Outlook Handbook (1976:128) described the "buyer" as merchandisers who ". . . usually order goods during buying trips, and also place orders with wholesale and manufacturers' sales workers who call on them. Buyers determine which products are on display in retail stores."

The merchandise manager, according to the Dictionary of Occupational Titles (1965:128), plans and coordinates buying and selling activities for large and medium size stores. Also, he divides the budget among the buyers and decide how much merchandise to stock.

In conclusion, the literature reveals the primary difference between a salesperson and a home furnishings merchandiser to be that of education and expertise on the part of the home furnishings merchandiser in the area of home furnishings. There are several avenues a person may pursue in the area of home furnishings merchandising.

The interior designer and the home furnishings merchandiser are, therefore, both involved in the area of "interiors." The work of the interior designer is dependent, to a great extent, upon the ability and accuracy of the home furnishings merchandiser. The merchandiser provides the products which the designer uses to make decorative and functional interiors--both residential and commercial.

THE DEVELOPMENT OF THE INTERIOR DESIGN PROFESSION

A love for beautiful things and beautiful surroundings has been associated with the history of the world. This love has been expressed in many ways: art, music, poetry, and, closely related to this study, in home decoration. Even the cave dwellers painted walls with scenes depicting their way of life. The Egyptians designed palaces and pyramids which they decorated lavishly. The Romans and Greeks developed a "new" style of architecture, and they also decorated with new motifs and pictorial messages.

Throughout history (Hopke, 1975:145) people have decorated their homes, and throughout history it has usually been the homes of the more affluent which were the most lavishly decorated. Yet, all homes have had decorations of some dimension. Those who could afford the art works of the great masters had beautiful paintings and sculpture. Those who could not afford the originals had replicas.

In the early years of America (Whiton, 1974:232), the homes and buildings were of necessity quite functional and had little ornateness. As trade developed with European countries, American home furnishings were imported. Not until the turn of the twentieth century did Americans begin to reject the styles of other periods and other countries and began to create their own designs. The "modern period," which began around 1925, was the beginning of ". . . buildings, interiors, furnishings, and industrial arts designed to fulfill modern requirements with the possibilities and limitations of new materials dominating as style directives."

Hopke (1975:145) gave the following brief resumé of interior design in American history. He said:

> In the past 50 years, as our country has become more prosperous, the profession of interior design has found a place for its services, in planning the interiors of homes, restaurants, hotels, theaters, stores, offices, and other buildings. Another influence in the development of the interior designer's profession has been in the growth of modern industry, including large scale production of furniture, fabrics, carpeting, and other decorating materials.

The first person in American history to call herself an interior decorator was Elsie de Wolfe (1865-1941). Gueft (1975:78) wrote:

> When she [Elsie de Wolfe] started giving advice on decor to her large circle of friends, and charging for it, people of social standing saw a new way to earn money. Good taste and knowledge were also desirable--Elsie de Wolfe had both, plus unusual amounts of daring and imagination.

With the increasing number of persons professing to be "interior decorators," it was inevitable that those who were concerned with maintaining quality design would join together to form an organization whereby they could set standards for their profession and communicate to improve their status. Gueft (1975:79) stated, "In 1930 there was a Society of Interior Decorators, for men only, and a Decorators Club, for women only." In an attempt to define their role and their image, these two organizations joined and became the American Institute of Interior Decorators (AIID). The name of the organization was changed in 1936 to the American Institute of Decorators, and the initials AID were adopted. In 1961, the name was changed again, that time to the American Institute of Interior Designers, but the AID initials were left unchanged.

In the early part of 1957, by a "technical quirk," part of the New York chapter of AID voted to "stay together as an organization, still incorporated, without allegiance to AID," thereby breaking from that organization's rule without, however, losing membership. This group of "rebels" soon thereafter founded the National Society of Interior Designers (NSID), using the original independent corporation as the nucleus of the new national organization. However, since the founders of NSID were also members of AID, they were informed by AID they would not be allowed to maintain membership in both organizations. When the issue was taken to court the AID backed down, thus permitting membership of designers in either or both organizations. Since NSID was founded by active AID members and officers, its growth was rapid.

There were two significant differences between AID and NSID.

First, NSID was more democratic, having two slates of nominees for offices with direct votes by the members. Second, AID had no category of membership for people in the trades, other than designers, whereas NSID had industry memberships and trade memberships.

The two rival organizations continued to operate separately for seventeen years. NSID membership generally appealed to the youth, while AID membership represented the authoritative senior counterpart. Gueft (1975:82) stated that the "NSID was at pains to establish its purity and AID eager to prove its progressiveness." However, in January of 1975, after long planning and concerted effort on the part of both organizations, the two memberships joined to form the American Society of Interior Designers (ASID).

ACCREDITATION AND CRITERIA FOR INTERIOR DESIGN EDUCATION

The interior design industry pondered the question of licensing throughout its history. After intense consideration and debate the industry determined not to ask the federal government to regulate its membership, or persons practicing the profession outside its membership, but rather to require proof of training through accreditation by way of qualification. Prior to consolidation of the two organizations, AID and NSID were both actively seeking for an examination for accreditation. In 1971 (Gueft, 1975:86), AID developed a two-day accreditation examination to be given to all incoming AID members. In 1972, the two groups joined efforts and formed the National Council on Interior Design Qualification (NCIDQ). That organization was charged with the responsibility of developing and administering the qualifying examination.

Because AID and NSID felt the term "accreditation" was used primarily for educational institutions with teacher programs, they preferred the term "qualification," which indicated a person's ability for accreditation. The first examinations were administered by NCIDQ in October, 1974, in twenty-two testing centers at colleges and universities around the country. Briefly, the NCIDQ Study Guide (1976:3-13) described the NCIDQ examination as consisting of two sections, each requiring eight hours and each administered on consecutive days. The first section (academic) includes the history, principles of design and their application, technical information, and business practices and ethics. The second section (design) is in the form of a problem including structure and content.

Educators were the ones who consistently called attention to the necessity of setting standards within the industry and in the schools of interior design. Both AID and NSID had shown their interest in education by funding scholarships through their educational foundations. They also gave merit awards to students who were members of student chapters. There was, in fact, an organization known as the Interior Design Educators Council (IDEC), which had been formed in 1962 for the sole purpose of opening communications between designers and colleges. The IDEC was the organization which developed the first list of schools offering interior design education.

When IDEC evaluated the curricula of the few schools which offered an interior design program, it was determined that the industry needed to develop an accreditation program for institutions of higher education. In 1971 (Gueft, 1975:87), the IDEC, AID, and NSID founded the Foundation for Interior Design Education Research (FIDER). FIDER was charged with the task of establishing and administering a voluntary plan for the special accreditation of interior design education offered at institutions of higher learning.

By the latter part of 1973, FIDER had received twenty thousand dollars from the interior design industry. That amount was matched by commitments from the National Endowment for the Arts and by the architectural industry. These monies represented the first federal funding of interior design education in the history of the profession.

The process which FIDER instituted for accreditation was based on minimum requirements, yet it is a lengthy and demanding accreditation process. The procedures (NCIDQ Study Guide, 1976:27), in brief, are: (1) FIDER appoints a committee to review the school's curriculum, faculty, and facilities (a fee of one thousand dollars for initial accreditation review--non-refundable--is assessed); (2) the school is approved or rejected on the recommendation of the committee; (3) if approved, the initial accreditation is for a two-year provisional period (an additional annual fee of two hundred dollars is assessed); and (4) if the school meets minimal requirements by this two-year time limit, it becomes accredited. The school is reevaluated in five years for re-accreditation.

FIDER's 1975-76 list of schools of interior design indicated that there were 152 schools of interior design in the United States and Canada, of which only 26 were accredited by FIDER, and 14 of those were on two-year provisional accreditation. Of the 152 schools listed by FIDER, 10 programs were located in the state of Texas. Although none of the 10 programs in Texas have been fully accredited by FIDER, three schools are on provisional accreditation.

A look at the programs of six New York City schools of design by Baraban (1975:8) gave a broad view of what design philosophy involves. The first institution interviewed by Baraban was Pratt Institute, whose chairman of the Interior Design Program, Guy McGinnis, outlined that program as follows:

> Our program is organized into four parts. The first is very technical. Second is intellectual-esthetic. Next is communication--they must be able to get their ideas across to a potential client. Fourth is the human aspect, from the very particular human scale problems to human/client/community/contractor relationship.

He further stated, "We evaluate student education on the basis of those four things with our primary concern being that they should be able to get a job."

The coordinator of New York University's Continuing Education Program for Interior Designers, Bill Sattan (Baraban, 1975:8), commented:

> It's one thing to espouse theory and talk about design techniques . . . . My feeling is that you have to have the means to implement this theory, a practical approach. I tell my students, 'You can be a great designer or a great artist, but if you don't know how to sell yourself you're not going to be able to make a living.' and this is what the ball game is all about.

Another approach to the education of an interior designer was presented by Allen Tate (Baraban, 1975:9), chairman of the Department of Environmental Design at Parsons School of Design. When asked how an environmental design education differs from an interior design education, Tate stated, "The one basic difference is that environmental design must, of necessity, be interdisciplinary." By way of explanation, he said ". . . it means we include architects, industrial designers, interior designers, artists, psychologists, historians, theoreticians . . ." on the faculty. Although the students at

Parsons School of Design may specialize in any of these areas, their education is ". . . not geared just toward fulfilling the needs of the marketplace. Education should do more than reduce us to a marketable level."

The Fashion Institute of Technology is a state university in New York, and the chairman of the Department of Interior Design is Charles Heilemann. Unlike the philosophy of Parsons, the philosophy of this department (Baraban, 1975:11) is ". . . to keep the ties to industry as close as possible so that industry will be able to give the right direction to mold the student for the marketplace." Heilemann stated:

> We teach all the things you need to know to be a professional--interior architecture, structure, contemporary design, both residential and contract design--in other words, we give students the opportunity to place themselves in the field as it exists now.

The New York School of Interior Design, chaired by Giuseppe Zambonini (Baraban, 1975:11), places great emphasis on ". . . drawing as investigation, exploring reality; drawing as criticizing reality and drawing to build up an idea." All of the drawing is supplemented by ". . . some model making; a lot of reading; and by talking in workshops, meetings, discussions--all designed to raise student consciousness."

In summary, the criteria for accreditation and education in interior design were a product of the industry from its own environs. By the concerted efforts of the professionals involved, a procedure was established whereby a credible higher educational degree could be offered and obtained. The industry has further provided a means whereby a designer may distinguish his qualifications through examination.

CURRICULUM PLANNING IN HIGHER EDUCATION WITH APPLICATION FOR INTERIOR DESIGN AND HOME FURNISHINGS MERCHANDISING

Two views of what an education should contribute to an individual are generally espoused. On one hand, there are those who theorize that education should be imparted purely for the study and increased knowledge it gains a person. On the other hand, there are those who theorize that education should be a tool whereby a person can use his education to advance him in his chosen vocation.

John Dewey (Mayhew, 1974:18-19), one of the guiding forces in American education, rejected both traditional educational practices in liberal arts education and straightforward vocational education which focused primarily on preparing people for job entry. He believed that education:

> . . . should provide skills and attitudes for living in an era of science and technology, but he would achieve that goal through a novel curricular structure. He would utilize vocation as a focus for the curriculum and as a device to lead students into other liberalizing experiences. Education through occupations . . . combines more the factors conducive to learning than any other method.

According to Mayhew (1974:75), "systematic curricular planning requires, first of all, careful attention to the needs of society for professional services, not only for the moment, but for at least several decades in the future." Mayhew (1974:97-98) further listed what he considered "rational criteria" to be used in determining the development of a program:

> No institution, regardless of its wealth, can offer all plausible vocational, professional or pre-professional curricula.
>
> Only those programs should be developed for which a competent faculty is available or can be recruited.
>
> An institution should only offer vocational programs in which

> graduates gain a reasonable return on their financial investment.
>
> Relatedly, institutions should not offer vocational programs for which there is little market for graduates.
>
> In this same financial vein, institutions should not offer vocational programs likely to become a financial drain on institutional resources.
>
> Collegiate institutions should only offer occupational programs which the institution has the location, posture and expertise to support.
>
> Relatedly, two- and four-year colleges should enter only those vocational fields for which a collegiate-level institution can best offer the needed vocational preparation.
>
> No institution should create an occupational or vocational program without adequate planning and without the necessary resources of library holdings, equipment and personnel.

Mayhew believed that if these conservative criteria were applied, the number of college-level institutions offering vocational curricula could be reduced. This reduction could result in more effective vocational curricula, which would in turn produce better prepared individuals and create more economically viable institutions.

Once an institution has determined that it could fulfill all of the criteria listed by Mayhew, it would follow that the institution then decide whether a given vocation was appropriate for collegiate preparation. Mayhew (1974:8-9) offered the following questions to aid colleges in making that decision:

> 1. Does the occupation require the use of a definite and reasonably complex technology?
> 2. Does the practice of the occupation require a definite understanding of an identifiable body of theory of basic science?
> 3. Does preparation for the occupation require teaching by persons who have demonstrated competency and experience in the occupation itself?
> 4. Is it likely that collegiate preparation will produce demonstrably different job performance from preparation obtained in less formal ways?
> 5. Is it difficult to conceive of a competent person in an occupation who has not progressed through a special education program?
> 6. Does the occupation require a credential or qualification which mandates a completed collegiate program?

7. If an occupation requires the broad theoretical or scientific education presumed to be necessary for long-term professional growth, are college courses so organized and taught that students are likely to internalize the knowledge so that it can be effectively used later in a career?
8. Does the occupation require a specialized vocabulary which is most effectively taught in college?
9. Is there likely to be in the short and long run a real demand for individuals prepared for the occupation?

Once these questions have been answered and a college determines there is a need for a program, the development of curriculum would be the next consideration. ASID listed the following subjects as a "proposed degree course" in interior design (Holden, 1973:113):

> . . . interior design; graphics and color; structural design; history and theory of art, architecture and interiors; furniture design and construction; mechanical equipment of buildings; experimental design; working drawings and specifications; and progressional practice.

ASID also listed liberal arts subjects such as "English, a foreign language, contemporary civilization, sociology, history of science, psychology, and literature."

Greer (1971:106) stated:

> The practice of interior design requires not only design skill, or talent, but the full background knowledge of a cultured, educated person, who is familiar with art, history, and all other aspects of the cultural heritage of our times.

Speaking to interior design students, he further said that the "B.A. [Bachelor of Arts degree] will be among your best assets, not only in applying for a job, but in the caliber of work you will eventually do."

Wilson (1973:123), formerly an assistant professor of interior design at Pratt Institute, said, "Interior design education is not clearly defined because interior designers do not yet have a clear picture of themselves." He further stated that "educational offerings range from 'home economics electives' to 'interior architecture' majors. It is potentially the best or worst education available in design." Wilson's contention was that interior designers are the products of one of three schools: "home economics, architectural concentrations in architectural schools, or schools of interior design," each having its advantages and disadvantages. He believed interior design education to be at a turning point and theorized that designers cannot be ". . . trained in four or even six years. They can be exposed to a given set of attitudes, a way of viewing the world, which is the beginning of education."

Lee (1975:131) investigated eighty-three institutions of higher education offering interior design programs. He concluded that ". . . interior design programs are still in a period of rapid growth. Graduate schools are on the increase and graduate programs are accepting more students without undergraduate preparation in the field." Lee analyzed the responses of eighteen community colleges and sixty-five colleges by the department in which their interior design program was housed. The five departments were: art, architecture, Fine Arts, home economics, and interior design. Lee (1975:132) concluded that "the largest enrollments of students in undergraduate interior design programs are evident in 'Home Economics.' This is also true of doctorate students." Lee noted that this was true even though ". . . architectural programs as a group were the oldest degree conferring group . . . and were in existence ten years prior to that of 'Home Economics.'" Lee gave no reason for the large percentage of enrollment in home economics programs of interior design. He reported further, that "sixty-two percent of all graduate degrees reported were conferred by 'Home Economics' schools."

Because there is no curriculum established for home furnishings merchandising per se, there can be no discussion through the literature. However, it would seem that the curricular requirements of the home furnishings merchandiser would of necessity be similar to those of the interior designer. Each discipline would, however, have its own major emphasis. For example, the curriculum for the interior design major emphasizes courses directly related to the principles and history of design, technical information, business practices, and design problem solving. The major emphasis for a home furnishings merchandising major could emphasize the business courses which would make the student knowledgeable in areas pertaining to furnishings. Since no curriculum has been found for a home furnishings merchandising degree, there can only be speculation concerning its content. The literature, however, does refer to the general education of the merchandiser. The Occupational Outlook Handbook (1976:235) reported that "most large retail stores who hire merchandisers and buyers prefer college or junior college graduates who have taken courses in merchandising and/or marketing."

Itemization of the various curricula being offered in institutions of higher education across the country would be virtually impossible, due to the diversity of the various programs. However, a continued effort to improve and upgrade the quality of education being offered aspiring interior designers and home furnishings merchandisers is important.

In conclusion, the subject of curriculum planning in higher education, with application for interior design and home furnishings merchandising, implies three criteria. First, a school should carefully evaluate the need for such a program. Second, a school should determine the feasibility of developing the program. Third, a school should establish curricular requirements necessary for a successful program.

EMPLOYMENT OPPORTUNITIES IN INTERIOR DESIGN AND HOME FURNISHINGS MERCHANDISING

The majority of interior designers are involved with residential or commercial designing. However, beyond residential and commercial interiors, a multitude of job opportunities for the designer exists in other areas. Unlike fabric design (Holden, 1973:111), interior design is a highly decentralized profession. Holden stated that while a fabric or fashion designer is only concerned with the act of designing, the interior designer, for the most part, is also a merchandiser. Therefore, the potential diversity of jobs available to an interior designer is much greater than those available to a fabric or fashion designer. Holden (1973:112) stated, ". . . in every population center big enough to have department stores, growing suburbs, and an expanding business district there are jobs for interior designers."

The beginning designer, according to Holden (1973:115), does not often have the chance to design interiors alone, but rather works under the tutorship of an experienced designer. Like most apprenticeships, the first job in interior design may be ". . . a motley assortment of low-level chores that teach more than one realizes."

According to the Occupational Outlook Handbook (1976:558), "approximately 34,000 people, equally divided between men and women, worked as interior designers in 1974." While some interior designers own their own business, others work for design firms, large or small; others work in large department stores or furniture stores.

The following unusual job opportunities for designers were listed by Holden (1973:111):

> . . . interiors of ships, trains, buses, and airplanes; room settings for motion pictures, television shows, and stage plays; model rooms to display products on sale in stores; experimental interiors for magazines; window displays, exhibitions, and trade fairs.

According to Holden, the designer may also specialize in an area such as hotel interiors, supermarket planning, or even the designing of furniture to be mass produced for sale in furniture stores.

Another area in which interior designers are employed is for the retail stores. Those designers who work for the retail stores provide a particular type of service. They turn their talent and service (Holden, 1973:111) ". . . into profits and sales for their stores." They are in a unique position to plan a customer's interior without charge on the agreed condition that the customer will purchase his furnishings from the store.

In reviewing the available statistics regarding the employment of home furnishings merchandisers, it was necessary to use figures inclusive of all "sales" people. The literature did not designate employment of merchandisers by categories.

The Occupational Outlook Handbook (1974:234) indicated that 2.8 million salesworkers were employed in retail businesses in 1970. It further reported that there were approximately 110,000 buyers working for retail firms.

It must be reiterated, however, that these figures are not limited to the home furnishings industry. They do include all types of retail merchandisers.

EMPLOYMENT FORECASTS FOR INTERIOR DESIGN AND HOME FURNISHINGS MERCHANDISERS

When considering the job market for any given profession, it is essential that one keep in mind the outlook for future opportunity. The Occupational Outlook Handbook (1974:560) has projected forecasts through 1980's which are favorable to both interior designers and home furnishings merchandisers. "Talented college graduates who major in interior design and graduates of professional schools of interior design will find the best opportunities for employment." It further stated that "employment of interior designers is expected to increase about as fast as the average for all occupations through the mid-1980's." The Occupational Outlook Handbook also stated:

> . . . growths in population, personal incomes, expenditures for home and office furnishings, and the increasing use of design devices in both homes and commercial establishments should contribute to a greater demand for these workers.

The Occupational Projections and Training Data (1976:64) indicated the employment number of interior designers in 1974 was 34,000 and the projected number needed in 1985 would be 40,000. This increase represents an 18 percent rate of growth from 1974 to 1985. There should, according to that forecast, be an average opening rate of 1,550 designers annually until 1985.

Because there is a definite trend for designers to expand beyond the traditional residential and commercial trade, Siegel

(1975:13) stated:

> . . . opportunities in the design field . . . have never been better. We have witnessed a sharp increase in requests for designers among our clients in such industries as retailing, packaging, toys, capital and farm equipment, hotels, health facilities, trade and museum exhibits, office interiors and graphics.

There is limited information regarding the employment forecast of the home furnishings merchandiser. The literature does not limit itself to categories but rather includes all "sales" oriented employment together. The Occupational Outlook Handbook (1974:235) indicated that employment for retail trade selling will continue to be an excellent source of job opportunities. Employment of "buyers" was expected to grow much faster than the average for all occupations through the mid-1980's because retail stores seek to promote sales by offering their customers a wider selection of products. Competition, however, is expected to be keen since "merchandising attracts a large number of college graduates each year"; therefore, the best qualified applicants will get the better jobs.

In summary, the trend in employment appears to be on an upward swing for both the interior designer and the home furnishings merchandiser. There is also indication in the literature that both fields are moving toward specialization within their own areas.

SALARIES FOR INTERIOR DESIGNERS AND HOME FURNISHINGS MERCHANDISERS

Various publications list salaries for interior designers, yet it is questionable whether an accurate estimation of a "beginning" salary is possible. Nevertheless, according to Lederer (1974:338), a beginning designer with formal education might earn from $75 to $125 a week, or an experienced designer might earn from $5,000 to $24,000 a year. A "famous" designer might earn as much as $100,000 a year. Hopke (1975:629) quoted a beginning salary at $80 to $100 a week, with the experienced designer earning from $6,000 to $10,000 annually. A "nationally recognized" designer might earn over $30,000 a year. Another source, the Occupational Outlook Handbook (1974:128), quoted a beginning salary at $85 to $125 a week, with an experienced designer earning $6,000 to $12,000 a year. A "highly successful" designer might earn around $25,000 a year, and a small number of "nationally recognized" professionals might earn over $50,000.

The preceding discussion indicates the discrepancy among salary norms for interior designers. It is, nevertheless, an indication of pay scale for that profession. Perhaps the most logical way to determine salaries for interior designers is through an evaluation of the methods by which a designer might receive payment. According to Greer (1971:32), three major methods of payment are in primary use. The most common method of payment is the "retail price system." By this system, the designer buys the merchandise at a wholesale price and resells it to the client at a retail price. The difference in the two prices is considered the designer's "profit." An additional fee for special services, such as furniture design or custom cabinetry or supervision of construction, may be charged.

The second system of payment is the "percentage fee." The designer buys the merchandise needed by a client at wholesale price and resells to the client at the wholesale price plus an established percentage. The designer would usually use this type fee on a nonresidential job.

The third system of payment is the "fixed fee," whereby the designer estimates the time a job will take and charges a fixed amount for the services based on that estimate. The designer may make additional charges for initial consultations using any of these three systems, or the designer may charge the client for operating expenses during the completion of the job.

The NSID (changed to ASID in 1975) defined the methods by which its members were to charge their clients, as follows (Greer, 1971:32):

> 1) Decorating Basis: Merchandise of proper design and taste level is bought by the designer and sold in sufficient amounts to the client at suppliers' established showroom prices which may cover costs of professional services rendered by the NSID designer.
> 2) Consultation Basis: The client pays the NSID designer on the basis of time spent in providing consulting service or other professional services. The minimum fee is twenty-five dollars per hour for the initial consultation, depending upon the designer's fee. The fee is payable at the time of consultation. Charges for time and services following the initial consulting service may be adjusted at the NSID designer's discretion, based upon the number of hours of time and the service devoted to and required by the client and stated in the agreement between the designer and client.

As with the interior designer's salary, it is difficult to estimate the earnings of a home furnishings merchandiser. According to Lederer (1974:339), the average starting salary for a new salesperson is estimated at $8,500 a year. She further stated that an experienced salesperson can make between $16,000 and $32,000 a year; some make much more. The Occupational Outlook Handbook (1974:235) indicated that a college graduate in 1974 started in sales at $8,300 to $9,000 annually, and buyers earned about $10,500.

Merchandising people, however, have benefits other than salaries. Many are on a salary plus commission basis and make a combined salary commensurate with their ability to sell. The bonus payment is another benefit, one which is primarily determined by the employer. Some firms pay annual bonuses; others offer bonuses as incentive payments on a quarterly or monthly basis. Some salespeople are on "expense" or "travel" accounts; others have the use of a company automobile--all of these benefits must be considered as part of their overall income.

A review of the salaries for interior designers and home furnishings merchandisers indicates the pay rate of the beginning and experienced employee in both areas to be nearly the same. Only the extremely talented designer, it would appear, is capable of making a salary higher than all the others.

There is a primary difference between the interior designer and the home furnishings merchandiser regarding salary. The merchandisers are in every instance employed by a business firm. The interior designer has the option of being self-employed or employed by a firm. While the merchandiser is paid by straight salary or by commission, there are other benefits which supplement that income. The interior designer can also be paid by straight salary or by one of the three systems discussed above. In either case, the earnings of the interior designer or the home furnishings merchandiser are basically determined by the ability of the individual.

TRENDS IN INTERIOR DESIGN

Traditionally, interior designers have dealt with residential and commercial interiors. However, there is a new trend in which designers are working with "space planning." The purpose (Greer, 1971:43) of the "space planner" is not to decorate space but rather to plan space, that is, ". . . to determine the most economical and efficient method of using the space available for the installation required." Perhaps the most influential idea behind this innovative designing, according to Brun (1976:5), is that ". . . the type of housing which people will have available to them in the future will be different from current patterns if developing trends are to continue."

Another area into which the designer is venturing is that of "interior architecture." Interior architecture is concerned with the structural soundness of interiors; it is a more mechanical science than interior design.

Environmental design is perhaps the newest term in the interior design field. In defining environmental design, Schneider (1977:3) said, "It takes the total picture into consideration: floor plan, color, texture, size, space, and architecture."

Social-psychological planning is an area that has just begun to emerge. This type of interior design deals primarily with residential interiors, but will eventually involve institutional and commercial interiors as well. The theory of social-psychological planning, according to Wedin (1976:35), is "that a house should be designed to promote interaction and social contact." The interactions should be "free and spontaneous. Many design features that force people together cause irritation and annoyance." This type of design planning deals with all phases of the social and psychological effects of interiors upon the dwellers therein.

The literature, therefore, indicates the trend in interior design has been one of concerning itself with ecological, environmental, and humanistic factors. Further, it is revealed by the literature that the profession of interior design has become more standardized in an effort for future development and growth. It is evident in the literature that a definite trend of definitive sophistication has developed in the interior design profession.

SUMMARY

The preceding review of the literature focused primarily on the following areas: (1) differentiating the interior designer and the home furnishings merchandiser, (2) the history of the interior design profession, (3) accreditation and criteria for interior design education, (4) curriculum planning in higher education with application for interior design and home furnishings merchandising, (5) job opportunities, employment forecasts, and salaries for interior design and home furnishings merchandising, and (6) trends in interior design.

In differentiating the interior design profession and the home furnishings merchandising vocation the literature revealed that while both are in the business of merchandising, only the home furnishings merchandiser deals strictly with merchandising. The interior designer, besides being a merchandiser, offers a service which requires education, talent, and expertise.

Examination of the history of interior design revealed that Elsie de Wolfe was the first person to be paid for the service of decorating. Once designing became popular it was overrun with incompetents and the professionals organized what eventually became the American Society of Interior Designers. Closely connected to the organizational structuring of the profession was the standardization that came about with qualification examinations of designers and accreditation of schools of design.

The review of curriculum planning in higher education with application for interior design and home furnishings merchandising programs set some criteria whereby an institution could base its decisions. This portion of the review of the literature also cited the various types of courses recommended for interior design and home furnishings merchandising programs.

The review of employment opportunities and employment forecasts for interior designers and home furnishings merchandisers indicated there is an expected employment growth for both groups. It was further indicated that the interior design field has become more specialized.

The review of salaries for interior designers and home furnishings merchandisers indicated similarity in pay scales at the beginner and experienced levels. However, the interior designer who achieves excellence has the potential of higher income. Another difference in the two groups was indicated. While home furnishings merchandisers are primarily employed by a business, the interior designer may be employed or self-employed.

The trends of interior design revealed a growing specialization of designers. Some of the new titles of these specializations are: space planner, interior architect, environmental designer, and social-psychological planner.

It is, therefore, indicated in the literature that the interior design field has become well-defined as a sophisticated and specialized interdisciplinary profession. It has achieved a distinction in the literature as a progressive, trend-setting, and growing area of society.

Chapter 3

RESULTS OF THE DALLAS STUDY

This investigation had two major purposes. The study evaluated a proposed Interior Design program in order to determine: (1) the marketability of the program (job availability in the field of interior design and home furnishings merchandising) and (2) the feasibility of the program (educational requirements for entrance into the interior design and home furnishings merchandising job market). The sample for the study consisted of 175 interior design and home furnishings related businesses located in the Dallas metroplex. The businesses represented in the sample included those in the following categories: design oriented furniture stores, mass market furniture stores, middle American furniture stores, interior designers, building contractors, architectural, specifiers, department stores, floor covering, window and/or wall covering, accessories, lighting, and paint stores. Due to lack of response, the following categories of businesses were not included in the survey results: building contractors, specifiers, accessories, and lighting.

General information which was not specifically related to the major purposes of this investigation was sought. Businesses surveyed were requested to indicate their type of ownership and whether they had difficulty locating qualified employees.

The distribution of the sample according to ownership is shown in Table 1. The various businesses were divided into three types of ownership: sole ownership, partnership, and corporation. The largest percentage of the various businesses sampled, 71 percent, was corporation; the next largest, 24 percent, was sole ownership; and the smallest percentage, 5 percent, was partnership.

Table 1

Type of Business Ownership

Business	Sole Owner	Partnership	Corporation
	%	%	%
Furniture Store: Design Oriented (N = 23)	17	9	74
Furniture Store: Mass Market (N = 14)	21	0	79
Furniture Store: Middle American (N = 14)	29	14	57
Interior Designer (N = 32)	38	6	56
Architectural (N = 17)	41	12	47
Department Store (N = 11)	0	0	100
Floor Covering (N = 25)	28	0	72
Window and/or Wall Covering (N = 10)	30	0	70
Paint Store (N = 14)	14	0	86
Total Sample (N = 175)	24	5	71

The various businesses responded to the degree of difficulty they had in finding qualified employees as shown in Table 2. The response of the total sample indicated 54 percent had difficulty finding qualified employees, while 40 percent had no difficulty finding qualified employees.

Table 2

Rating of Difficulty Interior Design and Home Furnishings Merchandising Businesses Experienced in Finding Qualified Employees

Business	Difficulty Yes	Difficulty No	No Response
	%	%	%
Furniture Store: Design Oriented	57	43	0
Furniture Store: Mass Market	54	38	8
Furniture Store: Middle American	57	43	0
Interior Designer	46	54	0
Architectural	40	60	0
Department Store	55	45	0
Floor Covering	40	20	40
Window and/or Wall Covering	70	20	10
Paint Store	64	36	0
Total Sample	54	40	6

JOB AVAILABILITY

In order to fulfill the first major purpose of this study, information regarding the interior design and home furnishings merchandising job market was sought.

This section includes the presentation and results of the data regarding job market availability in the field of interior design and home furnishings merchandising. Each research question is stated and is followed by a discussion of the related data.

Question 1

How many persons were employed by the various Dallas metroplex businesses in the area of interior design and home furnishings merchandising?

To determine the number of people employed by the sample, and to determine which type businesses employed the largest number of interior design and home furnishings employees (see Table 3), the sample was asked to indicate the number of interior design and home furnishings personnel they employed. Department stores reported the highest number of employees in the interior design and home furnishings merchandising area with 18 percent employing 3; 9 percent employing 4, 9 percent employing 5, 27 percent employing 6-10; 18 percent employing 11-20; and 18 percent employing 21 or more. The response for the total sample indicated larger percentages of the businesses employed from 1 to 4 employees, while smaller percentages of the businesses employed 5 through 21 or more employees. The largest percentage of any group employing 1 person, 59 percent, occurred among the architectural firms.

Question 2

What was the educational background of the present employees of the various businesses?

Table 3

Number of Personnel Employed in the Area of Interior Design and Home Furnishings

Business	Number Employed							
	1	2	3	4	5	6-10	11-20	21+
	%	%	%	%	%	%	%	%
Furniture Store: Design Oriented	9	4	30	13	9	35	0	0
Furniture Store: Mass Market	16	0	15	31	0	15	8	15
Furniture Store: Middle American	22	0	22	21	14	7	7	7
Interior Design	29	19	19	10	3	10	7	3
Architectural	59	12	12	11	0	0	6	0
Department Store	0	0	18	9	9	27	18	18
Floor Covering	8	4	16	20	16	24	8	4
Window and/or Wall Covering	10	10	10	20	20	10	10	10
Paint Store	14	29	29	14	7	0	7	0
Total Sample	19	9	19	17	8	14	8	6

Table 4 shows the educational attainment of the employees of the total sample. The reported educational level of the employees for the total sample showed the largest percentage, 43 percent, to be college graduates. The next largest percentage, 20 percent, had some college study. The data indicated an additional 19 percent had a minimum of a high school education. Thus, 82 percent were high school graduates. The architectural firms reported the largest percentage, 98 percent, of their employees being college graduates.

Table 4

Degree of Education of Employees in the Area of Interior Design and Home Furnishings

Business	High School Graduate	Some College Study	College Graduate	Do Not Know
	%	%	%	%
Furniture Store: Design Oriented	9	24	66	1
Furniture Store: Mass Market	36	32	16	16
Furniture Store: Middle American	45	21	30	4
Interior Designer	2	10	70	18
Architectural	0	2	98	0
Department Store	16	9	22	61
Floor Covering	29	20	30	21
Window and/or Wall Covering	13	27	23	37
Paint Store	29	38	33	0
Total Sample	19	20	43	18

Question 3

Were the various businesses presently employing salespeople only, salespeople with some training in interior design, or interior designers who engage in some selling?

Table 5 shows the total mean percentage of employees of the various businesses by the area of work they perform. The data for the total sample indicated that 45 mean percent were employed in "sales only," 37 mean percent were employed in "sales and interior design," while 18 mean percent were primarily "interior designers" but did some selling.

Table 5

Interior Design and Home Furnishings Merchandising Employees by Area of Work Involvement

Business	Sales Only	Sales and Interior Design	Interior Design Only
	Mean %	Mean %	Mean %
Furniture Store: Design Oriented	37	42	21
Furniture Store: Mass Market	65	34	1
Furniture Store: Middle American	65	35	0
Interior Designer	8	44	48
Architectural	0	17	83
Department Store	81	16	3
Floor Covering	61	37	2
Window and/or Wall Covering	36	64	0
Paint Store	49	48	3
Total Sample	45	37	18

Architectural firms reported the largest mean percentage, 83 percent, of employees involved in primarily "interior design" work. The interior design firms indicated 48 mean percent of their employees involved in "interior design only" work, 44 mean percent in "sales and interior design" work, and reported only 8 mean percent in the "sales only" category. The department stores, on the other hand, indicated the largest percentage of employees, 81 mean percent, in "sales only."

Question 4

What was the pay scale used by the various businesses for new employees in the area of interior design and home furnishings merchandising?

Table 6 shows the annual pay scale the sample businesses used for beginning employees in the area of interior design and home furnishings merchandising. The pay scale was divided into the following categories: less than $5,000, $6-8,000, $9-11,000, and $12,000 or more. The total sample reported the largest percentage, 54 percent, of pay scale to be between $6-8,000. The next largest percentage, 31 percent, of pay scale was between $9-11,000. The interior designers had the largest percentage of pay scale, 19 percent, under $5,000. The design oriented furniture stores had the largest percentage of pay scale, 76 percent, of $6-8,000. The interior designers had the second largest percentage, 70 percent, in the $6-8,000 category. The department stores had the largest percentage of pay scale, 62 percent, for the $9-11,000 category. The floor covering businesses had the largest percentage of pay scale, 28 percent, for $12,000 or more category,

Table 6

Pay Scale for Beginning Employees in the Area of Interior Design and Home Furnishings

Business	Annual Pay Scale			
	$5,000 or less	$6-8,000	$9-11,000	$12,000 and up
	%	%	%	%
Furniture Store: Design Oriented	10	76	14	0
Furniture Store: Mass Market	0	64	29	7
Furniture Store: Middle American	0	43	36	21
Interior Designer	19	70	11	0
Architectural	0	65	30	5
Department Store	0	38	62	0
Floor Covering	0	33	39	28
Window and/or Wall Covering	17	33	17	33
Paint Store	0	64	36	0
Total Sample	5	54	31	10

Question 5

What were the methods used by the various businesses for paying their beginning employees and their established employees in the area of interior design and home furnishings merchandising?

First, Table 7 indicates the most popular method, as reported in the data, of paying beginning employees in the field of interior design and home furnishings merchandising. Data recorded for the total sample show that the most often used method of payment, 39 percent, was salary only. The next most often used method, 28 percent, was salary and commission. Eighteen percent used the commission only method of payment, 10 percent used the salary and bonus method of payment, and 5 percent used the contract basis of payment.

Table 7

Method of Payment for Beginning Employees in the Area of Interior Design and Home Furnishings

Business	Salary Only	Salary and Commission	Commission Only	Salary and Bonus	Contract Basis
	%	%	%	%	%
Furniture Store: Design Oriented	36	32	9	14	9
Furniture Store: Mass Market	31	38	23	0	8
Furniture Store: Middle American	50	29	21	0	0
Interior Designer	44	23	13	10	10
Architectural	69	6	0	19	6
Department Store	35	55	10	0	0
Floor Covering	0	30	52	9	9
Window and/or Wall Covering	23	33	33	11	0
Paint Store	62	8	0	30	0
Total Sample	39	28	18	10	5

Second, Table 8 indicates the most popular method of paying established employees in the field of interior design and home furnishings merchandising. Data for the total sample show that the most often used method of payment, 32 percent, was salary and commission. The next largest method of payment in succeeding order were: salary only, 27 percent; commission only, 25 percent; salary and bonus, 13 percent; and contract basis, 3 percent.

Table 8

Method of Payment for Established Employees in the Area of Interior Design and Home Furnishings

Business	Salary Only	Salary and Commission	Commission Only	Salary and Bonus	Contract Basis
	%	%	%	%	%
Furniture Store: Design Oriented	14	48	24	14	0
Furniture Store: Mass Market	31	38	31	0	0
Furniture Store: Middle American	43	21	36	0	0
Interior Designer	14	35	31	10	10
Architectural	69	0	0	25	6
Department Store	35	55	10	0	0
Floor Covering	0	30	52	9	9
Window and/or Wall Covering	22	22	45	11	0
Paint Store	15	38	0	47	0
Total Sample	27	32	25	13	3

Question 6

What was the number of potential new job openings for interior design and home furnishings merchandising persons in the various businesses?

The respondents were asked to indicate whether they anticipated an increase in interior design and home furnishings merchandising personnel, and, if so, how many additional personnel would be needed. Table 9 shows the total sample response. Those responding affirmatively to an anticipated increase in personnel were 34 percent of the sample. Those responding negatively to an increase in personnel were 66 percent of the sample.

A total number of 104 available jobs for interior design and home furnishings merchandising applicants within a year from the time of the study were indicated in the data. The largest number, 23, was indicated by the floor covering business. The next largest number was 19, in both interior design and window and/or wall covering businesses.

Question 7

What was the annual rate of employee turnover for the various businesses?

The annual rate of employee turnover is shown in Table 10. The largest percentage of employee turnover, 11 percent, reporting 50 percent turnover rate, was reported by window and/or wall covering businesses. The largest percentage of no employee turnover, 40 percent, was reported by architectural firms. Other sample businesses reporting a high rate of no employee turnover were: floor covering, 39 percent; interior designers and paint stores, 36 percent;

Table 9

Percentage of Anticipated Employee Increase Rate and Total Number Job Openings Within the Year

Business	Anticipated Increase Yes	Anticipated Increase No	Total Number Anticipated Jop Openings
	%	%	
Furniture Store: Design Oriented	50	50	16
Furniture Store: Mass Market	14	86	9
Furniture Store: Middle American	21	79	3
Interior Designer	30	70	19
Architectural	12	88	2
Department Store	9	91	5
Floor Covering	60	40	23
Window and/or Wall Covering	70	30	19
Paint Store	36	64	8
Total Sample	34	66	104

and design oriented furniture stores, 32 percent.

EDUCATIONAL REQUIREMENTS

The second major purpose of this study was to ascertain educational requirements for entrance into the field of interior design and home furnishings merchandising. Two research questions were designed

Table 10

Annual Rate of Employee Turnover as Reported by the Businesses

Business	Percentage of Turnover							
	0	1-5	6-10	11-20	21-30	31-40	41-50	50+
	%	%	%	%	%	%	%	%
Furniture Store: Design Oriented	32	32	9	18	9	0	0	0
Furniture Store: Mass Market	0	57	36	7	0	0	0	0
Furniture Store: Middle American	21	43	14	0	22	0	0	0
Interior Designer	36	44	8	12	0	0	0	0
Architectural	40	27	7	13	13	0	0	0
Department Store	0	10	60	20	10	0	0	0
Floor Covering	39	61	0	0	0	0	0	0
Window and/or Wall Covering	22	34	22	11	0	0	0	11
Paint Store	36	50	0	0	14	0	0	0
Total Sample	25	40	17	9	8	0	0	1

to achieve this purpose. The questions were: (1) how did the various businesses rank the qualifications (education, experience, salesmanship potential, personality, product knowledge, professionalism, communicative skills) of a potential interior design and home furnishings merchandising employee, and (2) of the four educational curriculum areas (interior design and home furnishings merchandising, business, industry and technology, and art), how did the various businesses rank them according to importance for their interior design and home furnishings merchandising employees?

In this section, each research question is stated and is followed by a discussion of the related data. Data are discussed in the following sequence: total sample, individual businesses, and an overview of the various businesses.

The various businesses were requested to rank order seven specific qualifications they perceived important for potential employees. The businesses were also requested to indicate "other" qualifications they considered important. The seven specific qualifications were ranked on a scale from 1.0 to 7.0, with 1.0 being the most important. Responses to the open-ended "other" qualification are included in the discussion of the total sample data.

Question 8

How did the various businesses rank the qualifications (education, experience, salesmanship potential, personality, product knowledge, professionalism, communicative skills) of a potential interior design and home furnishings merchandising employee?

Table 11 reports the total sample ranking of the qualifications of an applicant according to perceived importance. The median rankings of the total sample, in order of perceived importance, were as follows: salesmanship potential, 2.33; personality, 2.34; experience, 3.25; communicative skills, 4.04; education, 4.09; professionalism, 4.23; and product knowledge, 4.98.

Twenty-five businesses indicated "other" qualifications as being important. Twenty-one of the "other" qualifications were apparently personality-oriented, and they included: honesty, dependability, appearance, willingness to work, desire to grow, willingness to learn, social standing in the community, self initiative, ability to think, empathy, sense of propriety, attitude, desire and aggressiveness, integrity, general intelligence, and enthusiasm. Four of the "other" qualifications were apparently competency-oriented, and they included: interior design knowledge, technical and artistic knowledge and ability, proven sales ability, and design ability.

Table 11

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Total Sample (N = 175)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	12	15	15	14	12	12	20	4.09
Experience	20	17	16	15	11	14	7	3.25
Salesmanship Potential	38	14	11	13	5	10	9	2.33
Personality	28	26	14	11	11	7	3	2.34
Product Knowledge	9	12	10	11	16	19	23	4.98
Professionalism	12	7	18	17	16	18	12	4.23
Communicative Skills	9	13	18	18	23	6	13	4.04

Table 12 reports the design oriented furniture store ranking of qualifications of an applicant according to perceived importance.

The median rankings for the design oriented furniture stores, in order of perceived importance, were as follows: personality, 2.50; salesmanship potential, 3.00; professionalism, 3.29; experience, 3.50; communicative skills, 4.00; product knowledge, 4.50; and education, 5.50.

Table 12

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Design Oriented Furniture Stores (N = 23)

	Rank							
Qualification	1	2	3	4	5	6	7	Median Rank
Education	10	10	15	10	5	20	30	5.50
Experience	23	14	14	4	18	18	9	3.50
Salesmanship Potential	33	10	14	24	9	0	10	3.00
Personality	25	25	5	5	30	5	5	2.50
Product Knowledge	0	20	10	20	5	25	20	4.50
Professionalism	10	14	32	10	10	14	10	3.29
Communicative Skills	5	15	15	30	15	5	15	4.00

Table 13 reports the mass market furniture store ranking of qualifications of an applicant according to perceived importance. The median rankings for the mass market furniture stores, in order of perceived importance, were as follows: salesmanship potential, 1.43; personality, 2.17; experience, 3.00; education and communicative skills, 4.50; professionalism, 5.00; and product knowledge, 5.63.

Table 13

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Mass Market Furniture Stores (N = 14)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	0	25	8	17	17	8	25	4.50
Experience	39	0	23	15	15	8	0	3.00
Salesmanship Potential	54	15	0	8	0	23	0	1.43
Personality	36	21	29	7	7	0	0	2.17
Product Knowledge	8	8	8	15	8	30	23	5.63
Professionalism	8	0	8	25	25	17	17	5.00
Communicative Skills	8	25	8	9	34	8	8	4.50

Table 14 reports the middle American furniture store ranking of qualifications of an applicant according to perceived importance. The median rankings of the middle American furniture stores, in order of perceived importance, were as follows: salesmanship potential, 1.28; personality, 2.07; experience, 3.10; education, 4.25; product knowledge, 5.10; communicative skills, 5.50; and professionalism, 6.00.

Table 15 reports the interior designers ranking of qualifications of an applicant according to perceived importance. The median rankings of the interior designers, in order of perceived importance, were as follows: education, 2.55; professionalism, 2.90; personality, 3.13: communicative skills, 3.42; experience and salesmanship potential, 3.50; and product knowledge, 5.50.

Table 14

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Middle American Furniture Stores (N = 14)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	0	7	21	29	14	22	7	4.25
Experience	7	29	36	14	7	7	0	3.10
Salesmanship Potential	64	7	7	22	0	0	0	1.28
Personality	22	50	14	14	0	0	0	2.07
Product Knowledge	7	7	14	0	36	14	22	5.10
Professionalism	0	0	7	7	14	33	39	6.00
Communicative Skills	0	0	0	17	33	17	33	5.50

Table 15

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Interior Designers (N = 32)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	22	26	22	11	7	4	8	2.55
Experience	19	19	12	19	12	12	7	3.50
Salesmanship Potential	36	5	12	20	9	9	9	3.50
Personality	24	21	14	14	7	17	3	3.13
Product Knowledge	10	15	0	5	20	15	35	5.50
Professionalism	23	17	21	19	12	4	4	2.90
Communicative Skills	16	12	24	8	16	12	12	3.42

Table 16 reports the architectural firm ranking of qualifications of an applicant according to perceived importance. The median rankings of the architectural firms, in order of perceived importance, were as follows: experience, 1.75; education, 2.20; communicative skills, 3.17; product knowledge, 3.75; professionalism, 3.80; personality, 5.25; and salesmanship potential, 6.13.

Table 16

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Architectural (N = 17)

	Rank							
Qualification	1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	27	33	7	20	0	0	13	2.20
Experience	40	13	20	20	7	0	0	1.75
Salesmanship Potential	0	0	11	11	12	44	22	6.13
Personality	8	23	8	15	38	8	0	5.25
Product Knowledge	11	0	34	22	11	11	11	3.75
Professionalism	14	14	15	22	14	21	0	3.80
Communicative Skills	7	29	22	7	21	0	14	3.17

Table 17 reports the department store ranking of qualifications of an applicant according to perceived importance. The median rankings of the department stores, in order of perceived importance, were as follows: salesmanship potential, 2.50; experience, 3.17;

personality and professionalism, 3.50; communicative skills, 4.00; education, 5.00; and product knowledge, 5.50.

Table 17

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Department Stores (N = 11)

	Rank							
Qualification	1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	10	20	10	0	20	10	30	5.00
Experience	10	30	30	0	10	10	10	3.17
Salesmanship Potential	30	20	0	10	0	20	20	2.50
Personality	30	0	20	20	20	0	10	3.50
Product Knowledge	10	0	10	10	20	40	10	5.50
Professionalism	0	30	20	20	20	0	10	3.50
Communicative Skills	10	10	10	40	10	10	10	4.00

Table 18 reports the floor covering businesses ranking of qualifications of an applicant according to perceived importance. The median rankings of the floor covering businesses, in order of perceived importance, were as follows: salesmanship potential, 2.00; personality, 2.17; communicative skills, 4.00; professionalism, 4.50; experience, 4.67; product knowledge, 5.00; and education, 5.50.

Table 18

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Floor Covering (N = 25)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	4	4	14	14	14	27	23	5.50
Experience	9	17	9	13	13	26	13	4.67
Salesmanship Potential	38	23	9	13	4	13	0	2.00
Personality	23	41	14	0	4	9	9	2.17
Product Knowledge	4	4	12	17	23	17	23	5.00
Professionalism	9	0	14	27	18	18	14	4.50
Communicative Skills	9	9	23	18	27	0	14	4.00

Table 19 reports the window and/or wall covering businesses ranking of qualifications of an applicant according to perceived importance. The median rankings of the window and/or wall covering businesses, in order of perceived importance, were as follows: experience, 1.50; product knowledge, 2.33; salesmanship potential, 2.50; communicative skills, 3.50; professionalism, 4.00; personality, 4.17; and education, 6.50.

Table 20 reports the paint store ranking of qualifications of an applicant according to perceived importance. The median rankings of the paint stores, in order of perceived importance, were as follows: personality, 1.50; salesmanship potential, 2.00; experience, 3.80; communicative skills, 4.50; product knowledge, 5.00; education, 5.38; and professionalism, 5.83.

Table 19

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Window and/or Wall Covering (N = 10)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	0	0	25	25	0	0	50	6.50
Experience	50	17	0	0	0	17	16	1.50
Salesmanship Potential	37	13	24	0	13	13	0	2.50
Personality	25	0	0	37	25	13	0	4.17
Product Knowledge	14	44	14	0	0	14	14	2.33
Professionalism	25	12	13	0	25	25	0	4.00
Communicative Skills	0	16	33	17	17	17	0	3.50

Table 20

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Paint Stores (N = 14)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	8	0	0	15	31	23	23	5.38
Experience	0	15	23	46	8	8	0	3.80
Salesmanship Potential	25	50	8	8	9	0	0	2.00
Personality	50	25	25	0	0	0	0	1.50
Product Knowledge	17	8	8	8	17	8	34	5.00
Professionalism	0	0	10	10	10	60	10	5.83
Communicative Skills	0	8	25	17	25	8	17	4.50

An overview of the ranking of interior design and home furnishings merchandising applicant qualifications is presented in Table 21. The overview illustrates the comparative ranking of each qualification by the various businesses. The median ranking of each qualification, in order of perceived importance to the various businesses, is discussed below.

Each business ranked education as an apparent qualification. Rankings for education, in the order of perceived importance, were as follows: architectural firms, 2.20; interior designers, 2.55; middle American furniture stores, 4.25; mass market furniture stores, 4.50; department stores, 5.00; paint stores, 5.38; design oriented furniture stores and floor covering businesses, 5.50; and window and/or wall covering businesses, 6.50.

Each business ranked experience as an apparent qualification. The rankings of experience, in the order of perceived importance, were as follows: window and/or wall covering businesses, 1.50; architectural firms, 1.75; mass market furniture stores, 3.00; middle American furniture stores, 3.10; department stores, 3.17; design oriented furniture stores and interior designers, 3.50; paint stores, 3.80; and floor covering businesses, 4.67.

Each business ranked salesmanship potential as an apparent qualification. The rankings of salesmanship potential, in order of perceived importance, were as follows: middle American furniture stores, 1.28; mass market furniture stores, 1.43; paint stores and floor covering businesses, 2.00; department stores and window and/or wall covering businesses, 2.50; design oriented furniture stores, 3.00; interior designers, 3.50; and architectural firms, 6.13.

Table 21

Overview of the Ranking of Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance by Median Rank

Qualification	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Paint Store	Total Sample
Education	5.50	4.50	4.25	2.55	2.20	5.00	5.50	6.50	5.38	4.09
Experience	3.50	3.00	3.10	3.50	1.75	3.17	4.67	1.50	3.80	3.25
Salesmanship Potential	3.00	1.43	1.28	3.50	6.13	2.50	2.00	2.50	2.00	2.33
Personality	2.50	2.17	2.07	3.13	5.25	3.50	2.17	4.17	1.50	2.34
Product Knowledge	4.50	5.13	5.10	5.50	3.75	5.50	5.00	2.33	5.00	4.98
Professionalism	3.29	5.00	6.00	2.90	3.80	3.50	4.50	4.00	5.83	4.23
Communicative Skills	4.00	4.50	5.50	3.42	3.17	5.00	4.00	3.50	4.50	4.04

Each business ranked personality as an apparent qualification. The rankings of personality, in the order of perceived importance, were as follows: paint stores, 1.50; middle American furniture stores, 2.07; mass market furniture stores and floor covering businesses, 2.17; design oriented oriented furniture stores, 2.50; interior designers, 3.13; department stores, 3.50; window and/or wall covering businesses, 4.17; and architectural firms, 5.25.

Each business ranked product knowledge as an apparent qualification. The rankings of product knowledge, in the order of perceived importance, were as follows: window and/or wall covering businesses, 2.33; architectural firms, 3.75; design oriented furniture stores, 4.50; floor covering businesses and paint stores, 5.00; middle American furniture stores, 5.10; mass market furniture stores, 5.13; and interior designers and department stores, 5.50.

Each business ranked professionalism as an apparent qualification. The rankings of professionalism, in the order of perceived importance, were as follows: interior designers, 2.90; design oriented furniture stores, 3.29; department stores, 3.50; architectural firms, 3.80; window and/or wall covering businesses, 4.00; floor covering businesses, 4.50; mass market furniture stores, 5.00; paint stores, 5.83; and middle American furniture stores, 6.00.

Each business ranked communicative skills as an apparent qualification. The rankings of communicative skills, in the order of perceived importance, were as follows: architectural firms, 3.17; interior designers, 3.42; window and/or wall covering businesses, 3.50; design oriented furniture stores and floor covering businesses, 4.00; mass market furniture stores and paint stores, 4.50; department stores, 5.00; and middle American furniture stores, 5.50.

Question 9

Of the four educational curriculum areas (interior design and home furnishings merchandising, business, industry and technology, and art) how did the various businesses rank them according to importance for their interior design and home furnishings merchandising employees?

The businesses were requested to rank specific courses in the four curriculum areas according to perceived importance. A rank of 1.0 indicated "very important," a rank of 2.0 indicated "desirable," and a rank of 3.0 indicated "not significant for my business." The total sample ranked the four educational curriculum areas and the data were computed on a percentage and median rank basis.

In addition to the four specific curriculum areas, the businesses were asked to specify "other" areas of study they considered important to their businesses. Twenty-seven businesses specified "other" important areas of study, all of which were interpreted to have been related to the four curriculum areas. Of the twenty-seven suggested "other" curricula, twelve were apparently similar to the interior design and home furnishings merchandising courses, eight were apparently similar to the business courses, five were apparently similar to the industry and technology courses, and two were apparently similar to the art courses.

Interior design and home furnishings merchandising curriculum. The total sample ranking of courses for the interior design and home furnishings curriculum is shown in Table 22. The median rankings for the total sample regarding interior design and home furnishings merchandising courses, in order of perceived importance, were as

Table 22

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Total Sample (N = 175)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	16	45	39	2.25
Related Arts	38	43	19	1.78
Textiles	44	44	12	1.63
Fundamentals of Interior Design	54	31	15	1.43
Housing	29	39	32	2.05
Interior Furnishings Merchandising	40	40	20	1.75
Period Furniture	26	43	31	2.06
Problems in Interior Design	30	48	22	1.91
Advanced Problems in Interior Design	25	41	34	2.11
Equipment and Ecology	10	40	50	2.50
Space Planning	43	30	27	1.72
Internship	26	51	23	1.98

follows: fundamentals of interior design, 1.43; textiles, 1.63; space planning, 1.72; interior furnishings merchandising, 1.75; related arts, 1.78; internship, 1.98; housing, 2.05; period furniture, 2.06; advanced problems in interior design, 2.11; professional development, 2.25; and equipment and ecology, 2.50.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the design oriented furniture stores is shown in Table 23. The median rankings by the design oriented furniture stores, in order of perceived importance, were as follows: problems in interior design, 1.25; fundamentals of interior design, 1.27; space planning, 1.35; interior furnishings merchandising, 1.56; period furniture, 1.64; advanced problems in interior design and internship, 1.65; textiles, 1.67; related arts, 1.88; housing, 2.19; and professional development and equipment and ecology, 2.54.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the mass market furniture stores is shown in Table 24. The median rankings by the mass market furniture stores, in order of perceived importance, were as follows: textiles and interior furnishings merchandising, 1.38; fundamentals of interior design, 1.64; space planning, 1.79; internship, 1.90; period furniture, 2.00; problems in interior design, 2.06; professional development, 2.17; related arts, 2.25; and housing, advanced problems in interior design, and equipment and ecology, 2.50.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the middle American furniture stores is shown in Table 25. The median rankings by the middle

Table 23

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 23)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Professional Development	8	40	52	2.54
Related Arts	22	74	4	1.88
Textiles	39	61	0	1.67
Fundamentals of Interior Design	65	26	9	1.27
Housing	26	35	39	2.19
Interior Furnishings Merchandising	48	39	13	1.56
Period Furniture	43	48	9	1.64
Problems in Interior Design	61	26	13	1.25
Advanced Problems in Interior Design	43	44	13	1.65
Equipment and Ecology	17	31	52	2.54
Space Planning	57	35	8	1.35
Internship	39	48	13	1.65

Table 24

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 14)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	21	43	36	2.17
Related Arts	29	29	42	2.25
Textiles	57	43	0	1.38
Fundamentals of Interior Design	43	50	7	1.64
Housing	0	50	50	2.50
Interior Furnishings Merchandising	57	36	7	1.38
Period Furniture	14	72	14	2.00
Problems in Interior Design	14	64	22	2.06
Advanced Problems in Interior Design	0	50	50	2.50
Equipment and Ecology	0	50	50	2.50
Space Planning	36	50	14	1.79
Internship	21	72	7	1.90

Table 25

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 14)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Professional Development	7	57	36	2.25
Related Arts	7	64	29	2.17
Textiles	43	43	14	1.67
Fundamentals of Interior Design	71	22	7	1.20
Housing	7	36	57	2.63
Interior Furnishings Merchandising	23	54	23	1.93
Period Furniture	14	43	43	2.33
Problems in Interior Design	0	64	36	2.28
Advanced Problems in Interior Design	7	29	64	2.72
Equipment and Ecology	7	36	57	2.63
Space Planning	21	43	36	2.17
Internship	23	31	46	2.25

American furniture stores, in order of perceived importance, were as follows: fundamentals of interior design, 1.20; textiles, 1.67; interior furnishings merchandising, 1.93; related arts and space planning, 2.17; professional development and internship, 2.25; problems in interior design, 2.28; period furniture, 2.33; housing and equipment and ecology, 2.63; and advanced problems in interior design, 2.72.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the interior designers is shown in Table 26. The median rankings by the interior designers, in order of perceived importance, were as follows: fundamentals of interior design, 1.17; space planning, 1.21; related arts, 1.32; problems in interior design, 1.60; period furniture, 1.63; advanced problems in interior design, 1.65; interior furnishings merchandising, 1.68; housing, 1.75; textiles, 1.82; internship, 1.87; equipment and ecology, 2.25; and professional development, 2.31.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the architectural firms is shown in Table 27. The median rankings by the architectural firms, in order of perceived importance, were as follows: space planning, 1.07; related arts, 1.12; fundamentals of interior design, 1.18; advanced problems in interior design, 1.39; housing, 1.44; textiles, 1.86; internship, 1.93; professional development and equipment and ecology, 1.94; interior furnishings merchandising, 2.14; problems in interior design, 2.19; and period furniture, 2.50.

The ranking of courses for the interior design and home

Table 26

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Interior Designers (N = 32)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	14	45	41	2.31
Related Arts	57	40	3	1.32
Textiles	31	59	10	1.82
Fundamentals of Interior Design	75	16	9	1.17
Housing	39	45	16	1.75
Interior Furnishings Merchandising	44	34	22	1.68
Period Furniture	47	25	28	1.63
Problems in Interior Design	45	48	7	1.60
Advanced Problems in Interior Design	45	34	21	1.65
Equipment and Ecology	10	53	37	2.25
Space Planning	70	13	17	1.21
Internship	32	48	19	1.87

Table 27

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Architectural (N = 17)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Professional Development	25	56	19	1.94
Related Arts	81	13	6	1.12
Textiles	33	47	20	1.86
Fundamentals of Interior Design	73	20	7	1.18
Housing	54	33	13	1.44
Interior Furnishings Merchandising	20	47	33	2.14
Period Furniture	19	31	50	2.50
Problems in Interior Design	13	53	34	2.19
Advanced Problems in Interior Design	56	38	6	1.39
Equipment and Ecology	27	53	20	1.94
Space Planning	88	6	6	1.07
Internship	31	44	25	1.93

furnishings merchandising curriculum by the department stores is shown in Table 28. The median rankings by the department stores, in order of perceived importance, were as follows: fundamentals of interior design, 1.42; textiles, 1.58; internship, 1.71; interior furnishings merchandising, 1.80; professional development, 2.00; housing, 2.08; problems in interior design and space planning, 2.13; related arts, 2.14; period furniture, 2.15; advanced problems in interior design, 2.20; and equipment and ecology, 2.67.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the floor covering businesses is shown in Table 29. The median rankings by the floor covering businesses, in order of perceived importance, were as follows: textiles, 1.56; interior furnishings merchandising, 1.78; related arts and housing, 2.00; fundamentals of interior design, 2.10; professional development, 2.23; problems in interior design, 2.29; internship, 2.33; period furniture and space planning, 2.35; advanced problems in interior design, 2.40; and equipment and ecology, 2.71.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the window and/or wall covering businesses is shown in Table 30. The median rankings by the window and/or wall covering businesses, in order of perceived importance, were as follows: textiles, 1.00; interior furnishings merchandising, 1.70; internship, 1.83; problems in interior design, 1.88; period furniture, advanced problems in interior design, equipment and ecology, and space planning, 2.00; professional development, 2.13; housing, 2.20; and related arts, 2.25.

The ranking of courses for the interior design and home

Table 28

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Department Stores (N = 11)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Professional Development	27	46	27	2.00
Related Arts	18	54	28	2.14
Textiles	45	55	0	1.58
Fundamentals of Interior Design	54	28	18	1.42
Housing	18	54	28	2.08
Interior Furnishings Merchandising	36	45	19	1.80
Period Furniture	19	36	45	2.15
Problems in Interior Design	28	36	36	2.13
Advanced Problems in Interior Design	19	45	36	2.20
Equipment and Ecology	9	36	55	2.67
Space Planning	28	36	36	2.13
Internship	36	64	0	1.71

Table 29

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Floor Covering (N = 25)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Professional Development	9	50	41	2.23
Related Arts	24	52	24	2.00
Textiles	48	35	17	1.56
Fundamentals of Interior Design	23	45	32	2.10
Housing	35	30	35	2.00
Interior Furnishings Merchandising	39	39	22	1.78
Period Furniture	14	43	43	2.35
Problems in Interior Design	9	52	39	2.29
Advanced Problems in Interior Design	10	45	45	2.40
Equipment and Ecology	4	32	64	2.71
Space Planning	10	48	42	2.35
Internship	14	43	43	2.33

Table 30

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Professional Development	22	44	34	2.13
Related Arts	34	22	44	2.25
Textiles	100	0	0	1.00
Fundamentals of Interior Design	34	22	44	2.25
Housing	10	55	35	2.20
Interior Furnishings Merchandising	40	50	10	1.70
Period Furniture	33	34	33	2.00
Problems in Interior Design	34	44	22	1.88
Advanced Problems in Interior Design	33	34	33	2.00
Equipment and Ecology	40	20	40	2.00
Space Planning	38	24	38	2.00
Internship	25	75	0	1.83

furnishings merchandising curriculum by the paint stores is shown in Table 31. The median rankings by the paint stores, in order of perceived importance, were as follows: housing, 1.50; problems in interior design, 1.75; interior furnishings merchandising, 1.83; fundamentals of interior design, 1.93; textiles, 2.00; professional development and related arts, 2.10; period furniture and space planning, 2.25; internship, 2.33; advanced problems in interior design, 2.42; and equipment and ecology, 2.90.

An overview of the ranking of courses for the interior design and home furnishings merchandising curriculum is shown in Table 32. The overview indicates the comparative ranking of each course by the various businesses. The median ranking of each course, in the order of perceived importance to the various businesses, is discussed below.

Each business ranked professional development according to perceived importance. The median rankings for professional development, in order of perceived importance, were as follows: architectural firms, 1.94; department stores, 2.00; paint stores, 2.10; window and/or wall covering businesses, 2.13; mass market furniture stores, 2.17; floor covering businesses, 2.23; middle American furniture stores, 2.25; interior designers, 2.31; and design oriented furniture stores, 2.54.

Each business ranked related arts according to perceived importance. The median rankings for related arts, in order of perceived importance, were as follows: architectural firms, 1.12; interior designers, 1.32; design oriented furniture stores, 1.88; floor covering businesses, 2.00; paint stores, 2.10; department stores, 2.14; middle American furniture stores, 2.17; and mass market furniture stores and window and/or wall covering businesses, 2.25.

Table 31

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Paint Stores (N = 14)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	25	42	33	2.10
Related Arts	25	42	33	2.10
Textiles	33	34	33	2.00
Fundamentals of Interior Design	25	58	17	1.93
Housing	50	34	16	1.50
Interior Furnishings Merchandising	34	50	16	1.83
Period Furniture	0	66	34	2.25
Problems in Interior Design	36	55	9	1.75
Advanced Problems in Interior Design	0	55	45	2.42
Equipment and Ecology	0	17	83	2.90
Space Planning	9	55	36	2.25
Internship	8	50	42	2.33

Each business ranked textiles according to perceived importance. The median rankings for textiles, in order of perceived importance, were as follows: window and/or wall covering businesses, 1.00; mass market furniture stores, 1.38; floor covering businesses, 1.56; department stores, 1.58; design oriented furniture stores and

Table 32

Overview of the Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance by Median Rank

Course	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Paint Store	Total Sample
Professional Development	2.54	2.17	2.25	2.31	1.94	2.00	2.23	2.13	2.10	2.25
Related Arts	1.88	2.25	2.17	1.32	1.12	2.14	2.00	2.25	2.10	1.78
Textiles	1.67	1.38	1.67	1.82	1.86	1.58	1.56	1.00	2.00	1.63
Fundamentals of Interior Design	1.27	1.64	1.20	1.17	1.18	1.42	2.10	2.25	1.93	1.43
Housing	2.19	2.50	2.63	1.75	1.44	2.08	2.00	2.20	1.50	2.05
Interior Furnishings Merchandising	1.56	1.38	1.93	1.68	2.14	1.80	1.78	1.70	1.83	1.75
Period Furniture	1.64	2.00	2.33	1.63	2.50	2.15	2.35	2.00	2.25	2.06
Problems in Interior Design	1.25	2.06	2.28	1.60	2.19	2.13	2.29	1.88	1.75	1.91
Advanced Problems in Interior Design	1.65	2.50	2.72	1.65	1.39	2.20	2.40	2.00	2.42	2.11
Equipment and Ecology	2.54	2.50	2.63	2.25	1.94	2.67	2.71	2.00	2.90	2.50
Space Planning	1.35	1.79	2.17	1.21	1.07	2.13	2.35	2.00	2.25	1.72
Internship	1.65	1.90	2.25	1.87	1.93	1.71	2.33	1.83	2.33	1.98

middle American furniture stores, 1.67; interior designers, 1.82; architectural firms, 1.86; and paint stores, 2.00.

Each business ranked fundamentals of interior design according to perceived importance. The median rankings for fundamentals of interior design, in order of perceived importance, were as follows: interior designers, 1.17; architectural firms, 1.18; middle American furniture stores, 1.20; design oriented furniture stores, 1.27; department stores, 1.42; mass market furniture stores, 1.64; paint stores, 1.93; floor covering businesses, 2.10; and window and/or wall covering businesses, 2.25.

Each business ranked housing according to perceived importance. The median rankings for housing, in order of perceived importance, were as follows: architectural, 1.44; paint stores, 1.50; interior designers, 1.75; floor covering businesses, 2.00; department stores, 2.08; design oriented furniture stores, 2.19; window and/or wall covering businesses, 2.20; mass market furniture stores, 2.50; and middle American furniture stores, 2.63.

Each business ranked interior furnishings merchandising according to perceived importance. The median rankings for interior furnishings merchandising, in order of perceived importance, were as follows: mass market furniture stores, 1.38; design oriented furniture stores, 1.56; interior designers, 1.68; window and/or wall covering businesses, 1.70; floor covering businesses, 1.78; paint stores, 1.83; department stores, 1.80; middle American furniture stores, 1.93; and architectural firms, 2.14.

Each business ranked period furniture according to perceived importance. The median rankings for period furniture, in order of perceived importance, were as follows: interior designers, 1.63; design oriented furniture stores, 1.64; mass market furniture stores and window and/or wall covering businesses, 2.00; department stores, 2.15; paint stores, 2.25; middle American furniture stores, 2.33; and floor covering businesses, 2.35; and architectural firms, 2.50.

Each business ranked problems in interior design according to perceived importance. The median rankings for problems in interior design, in order of perceived importance, were as follows: design oriented furniture stores, 1.25; interior designers, 1.60; paint stores, 1.75; window and/or wall covering businesses, 1.88; mass market furniture stores, 2.06; department stores, 2.13; architectural firms, 2.19; middle American furniture stores, 2.28; and floor covering businesses, 2.29.

Each business ranked advanced problems in interior design according to perceived importance. The median rankings for advanced problems in interior design, in order of perceived importance, were as follows: architectural firms, 1.39; design oriented furniture stores and interior designers, 1.65; window and/or wall covering businesses, 2.00; department stores, 2.20; floor covering businesses, 2.40; paint stores, 2.42; mass market furniture stores, 2.50; and middle American furniture stores, 2.72.

Each business ranked equipment and ecology according to perceived importance. The median rankings for equipment and ecology, in order of perceived importance, were as follows: architectural firms, 1.94; window and/or wall covering businesses, 2.00; interior designers, 2.25; mass market furniture stores, 2.50; design oriented furniture stores, 2.54; middle American furniture stores, 2.63; department stores, 2.67; floor covering businesses, 2.71; and paint stores, 2.90.

Each business ranked space planning according to perceived importance. The median rankings for space planning, in order of perceived importance, were as follows: architectural firms, 1.07; interior designers, 1.21; design oriented furniture stores, 1.35; mass market furniture stores, 1.79; window and/or wall covering businesses, 2.00; department stores, 2.13; middle American furniture stores, 2.17; paint stores, 2.25; and floor covering businesses, 2.35.

Each business ranked internship according to perceived importance. The median rankings for internship, in order of perceived importance, were as follows: design oriented furniture stores, 1.65; department stores, 1.71; window and/or wall covering businesses, 1.83; interior designers, 1.87; mass market furniture stores, 1.90; architectural firms, 1.93; middle American furniture stores, 2.25; and floor covering businesses and paint stores, 2.33.

Business curriculum. The total sample ranking of courses for the business curriculum is shown in Table 33. The median rankings for the total sample regarding business courses, in order of perceived importance, were as follows: salesmanship, 1.22; consumer behavior, 1.59; business mathematics, 1.66; retailing, 1.74; principles of management, 1.82; small business management, 2.08; marketing and principles of marketing, 2.10; business law, 2.14; and advertising, 2.21.

Table 33

Ranking of Courses for Business Curriculum According to Perceived Importance: Total Sample (N = 175)

Course	Very Important	Desirable	Not Significant	Median Rank
	Rank			
	%	%	%	
Consumer Behavior	46	39	15	1.59
Marketing	26	40	34	2.10
Principles of Marketing	23	44	33	2.10
Salesmanship	69	20	11	1.22
Retailing	43	31	26	1.74
Principles of Management	36	43	21	1.82
Small Business Management	24	51	25	2.08
Business Mathematics	44	37	19	1.66
Business Law	19	48	33	2.14
Advertising	22	39	39	2.21

The ranking of courses for the business curriculum by the design oriented furniture stores is shown in Table 34. The median rankings by the design oriented furniture stores, in order of perceived importance, were as follows: salesmanship, 1.05; business mathematics, 1.57; consumer behavior, 1.75; business law, 1.91; small business management, 2.00; retailing, 2.06; principles of management, 2.08; advertising, 2.11; principles of marketing, 2.20; and marketing, 2.25.

Table 34

Ranking of Courses for Business Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 23)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Consumer Behavior	36	46	18	1.75
Marketing	0	64	36	2.25
Principles of Marketing	0	68	32	2.20
Salesmanship	70	17	13	1.05
Retailing	30	35	35	2.06
Principles of Management	17	57	26	2.08
Small Business Management	14	68	18	2.00
Business Mathematics	48	30	22	1.57
Business Law	26	48	26	1.91
Advertising	26	39	35	2.11

The ranking of courses for the business curriculum by the mass market furniture stores is shown in Table 35. The median rankings by the mass market furniture stores, in order of perceived importance, were as follows: salesmanship, 1.00; consumer behavior, 1.20; business mathematics, 1.38; retailing, 1.50; marketing, 1.67; principles of marketing, principles of management, and business law, 1.83; advertising, 2.00; and small business management, 2.05.

Table 35

Ranking of Courses for Business Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 14)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Consumer Behavior	71	22	7	1.20
Marketing	43	43	14	1.67
Principles of Marketing	43	21	36	1.83
Salesmanship	100	0	0	1.00
Retailing	50	36	14	1.50
Principles of Management	36	43	21	1.83
Small Business Management	7	79	14	2.05
Business Mathematics	57	43	0	1.38
Business Law	36	43	21	1.83
Advertising	21	58	21	2.00

The ranking of courses for the business curriculum by the middle American furniture stores is shown in Table 36. The median rankings by the middle American furniture stores, in order of perceived importance, were as follows: salesmanship, 1.14; retailing, 1.38; advertising, 1.50; business mathematics, 1.64; principles of management, 1.83; consumer behavior and small business management,

Table 36

Ranking of Courses for Business Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 14)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Consumer Behavior	21	58	21	2.00
Marketing	21	36	43	2.30
Principles of Marketing	21	50	29	2.07
Salesmanship	85	8	7	1.14
Retailing	57	36	7	1.38
Principles of Management	29	64	7	1.83
Small Business Management	21	57	22	2.00
Business Mathematics	43	50	7	1.64
Business Law	14	43	43	2.33
Advertising	50	29	21	1.50

2.00; principles of marketing, 2.07; marketing, 2.30; and business law, 2.33.

The ranking of courses for the business curriculum by the interior designers is shown in Table 37. The median rankings by the interior designers, in order of perceived importance, were as follows: consumer behavior, 1.50; salesmanship, 1.62; business

Table 37

Ranking of Courses for Business Curriculum According to Perceived Importance: Interior Designers (N = 32)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Consumer Behavior	50	37	13	1.50
Marketing	6	37	57	2.53
Principles of Marketing	4	55	41	2.34
Salesmanship	45	42	13	1.62
Retailing	17	27	56	2.62
Principles of Management	30	53	17	1.88
Small Business Management	31	45	24	1.92
Business Mathematics	37	40	23	1.83
Business Law	14	48	38	2.25
Advertising	0	33	67	2.75

mathematics, 1.83; principles of management, 1.88; small business management, 1.92; business law, 2.25; principles of marketing, 2.34; marketing, 2.53; retailing, 2.62; and advertising, 2.75.

The ranking of courses for the business curriculum by the architectural firms is shown in Table 38. The median rankings by the architectural firms, in order of perceived importance, were as

Table 38

Ranking of Courses for Business Curriculum According to Perceived Importance: Architectural (N = 17)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Consumer Behavior	27	48	27	2.00
Marketing	33	20	47	2.33
Principles of Marketing	29	21	50	2.50
Salesmanship	40	20	40	2.00
Retailing	20	20	60	2.59
Principles of Management	25	44	31	2.07
Small Business Management	21	36	43	2.30
Business Mathematics	13	40	47	2.42
Business Law	25	44	31	2.07
Advertising	27	7	66	2.75

follows: consumer behavior and salesmanship, 2.00; principles of management and business law, 2.07; small business management, 2.30; marketing, 2.33; business mathematics, 2.42; principles of marketing, 2.50; retailing, 2.59; and advertising, 2.75.

The ranking of courses for the business curriculum by the department stores is shown in Table 39. The median rankings by the

Table 39

Ranking of Courses for Business Curriculum According to Perceived Importance: Department Stores (N = 11)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Consumer Behavior	36	64	0	1.71
Marketing	18	54	28	2.08
Principles of Marketing	9	36	55	2.58
Salesmanship	82	18	0	1.11
Retailing	91	0	9	1.05
Principles of Management	46	27	27	1.67
Small Business Management	8	46	46	2.40
Business Mathematics	55	36	9	1.45
Business Law	8	46	46	2.40
Advertising	19	45	36	2.20

department stores, in order of perceived importance, were as follows: retailing, 1.05; salesmanship, 1.11; business mathematics, 1.45; principles of management, 1.67; consumer behavior, 1.71; marketing, 2.08; advertising, 2.20; small business management and business law, 2.40; and principles of marketing. 2.58.

The ranking of courses for the business curriculum by the floor covering businesses is shown in Table 40. The median rankings

Table 40

Ranking of Courses for Business Curriculum According to Perceived Importance: Floor Covering (N = 25)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Consumer Behavior	57	30	13	1.39
Marketing	39	39	22	2.22
Principles of Marketing	36	41	23	2.17
Salesmanship	83	13	4	1.10
Retailing	58	33	9	1.36
Principles of Management	57	24	19	1.38
Small Business Management	32	41	27	1.94
Business Mathematics	52	35	13	1.46
Business Law	14	50	36	2.23
Advertising	23	54	23	2.00

by the floor covering businesses, in order of perceived importance, were as follows: salesmanship, 1.10; retailing, 1.36; principles of management, 1.38; consumer behavior, 1.39; business mathematics, 1.46; small business management, 1.94; advertising, 2.00; principles of marketing, 2.17; marketing, 2.22; and business law, 2.23.

The ranking of courses for the business curriculum by the window and/or wall covering businesses is shown in Table 41. The

Table 41

Ranking of Courses for Business Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Consumer Behavior	56	33	11	1.40
Marketing	33	56	11	1.80
Principles of Marketing	33	56	11	1.80
Salesmanship	78	11	11	1.15
Retailing	22	56	22	2.00
Principles of Management	33	34	33	2.00
Small Business Management	22	56	22	2.00
Business Mathematics	56	33	11	1.40
Business Law	22	44	34	2.13
Advertising	0	56	44	2.40

median rankings by the window and/or wall covering businesses, in order of perceived importance, were as follows: salesmanship, 1.15; consumer behavior and business mathematics, 1.40; marketing and principles of marketing, 1.80; retailing, principles of management, and small business management, 2.00; business law, 2.13; and advertising, 2.40.

The ranking of courses for the business curriculum by the paint stores is shown in Table 42. The median rankings by the paint stores, in order of perceived importance, were as follows: salesmanship, 1.00; retailing, 1.05; principles of management, 1.17; marketing, 1.25; consumer behavior, 1.36; principles of marketing, small business management and business mathematics, 1.50; business law, 2.21, and advertising, 2.50.

An overview of the ranking of courses for the business curriculum is shown in Table 43. The overview indicates the comparative ranking of each course by the various businesses. The median rankings of each course, in the order of perceived importance to the various businesses, are discussed below.

Each business ranked consumer behavior according to perceived importance. The median rankings for consumer behavior, in order of perceived importance, were as follows: mass market furniture stores, 1.20; paint stores, 1.36; floor covering businesses, 1.39; window and/or wall covering businesses, 1.40; interior designers, 1.50; department stores, 1.71; design oriented furniture stores, 1.75; and middle American furniture stores and architectural firms, 2.00.

Each business ranked marketing according to perceived importance. The median rankings for marketing, in order of perceived importance, were as follows: paint stores, 1.25; mass market

Table 42

Ranking of Courses for Business Curriculum According to Perceived Importance: Paint Stores (N = 14)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Consumer Behavior	58	42	0	1.36
Marketing	66	17	17	1.25
Principles of Marketing	50	33	17	1.50
Salesmanship	100	0	0	1.00
Retailing	92	8	0	1.05
Principles of Management	75	25	0	1.17
Small Business Management	50	25	25	1.50
Business Mathematics	50	42	8	1.50
Business Law	8	58	34	2.21
Advertising	0	50	50	2.50

furniture stores, 1.67; window and/or wall covering businesses, 1.80; department stores, 2.08; floor covering businesses, 2.22; design oriented furniture stores, 2.25; middle American furniture stores, 2.30; architectural firms, 2.33; and interior designers, 2.53.

Each business ranked principles of marketing according to perceived importance. The median rankings for principles of marketing, in order of perceived importance, were as follows: paint stores, 1.50;

Table 43

Overview of the Ranking of Courses for Business Curriculum According to Perceived Importance by Median Rank

Course	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Paint Store	Total Sample
Consumer Behavior	1.75	1.20	2.00	1.50	2.00	1.71	1.39	1.40	1.36	1.59
Marketing	2.25	1.67	2.30	2.53	2.33	2.08	2.22	1.80	1.25	2.10
Principles of Marketing	2.20	1.83	2.07	2.34	2.50	2.58	2.17	1.80	1.50	2.10
Salesmanship	1.05	1.00	1.14	1.62	2.00	1.11	1.10	1.15	1.00	1.22
Retailing	2.06	1.50	1.38	2.62	2.59	1.05	1.36	2.00	1.05	1.74
Principles of Management	2.08	1.83	1.83	1.88	2.07	1.67	1.38	2.00	1.17	1.82
Small Business Management	2.00	2.05	2.00	1.92	2.30	2.40	1.94	2.00	1.50	2.08
Business Mathematics	1.57	1.38	1.64	1.83	2.42	1.45	1.46	1.40	1.50	1.66
Business Law	1.91	1.83	2.33	2.25	2.07	2.40	2.23	2.13	2.21	2.14
Advertising	2.11	2.00	1.50	2.75	2.75	2.20	2.00	2.40	2.50	2.21

window and/or wall covering businesses, 1.80; mass market furniture stores, 1.83; middle American furniture stores, 2.07; floor covering businesses, 2.17; design oriented furniture stores, 2.20; interior designers, 2.34; architectural firms, 2.50; and department stores, 2.58.

Each business ranked salesmanship according to perceived importance. The median rankings for salesmanship, in order of perceived importance, were as follows: mass market furniture stores and paint stores, 1.00; design oriented furniture stores, 1.05; floor covering businesses, 1.10; department stores, 1.11; middle American furniture stores, 1.14; window and/or wall covering businesses, 1.15; interior designers, 1.62; and architectural firms, 2.00.

Each business ranked retailing according to perceived importance. The median rankings for retailing, in order of perceived importance, were as follows: department stores and paint stores, 1.05; floor covering businesses, 1.36; middle American furniture stores, 1.38; mass market furniture stores, 1.50; window and/or wall covering businesses, 2.00; design oriented furniture stores, 2.06; architectural firms, 2.59; and interior designers, 2.62.

Each business ranked principles of management according to perceived importance. The median rankings for principles of management, in order of perceived importance, were as follows: paint stores, 1.17; floor covering businesses, 1.38; department stores, 1.67; mass market furniture stores and middle American furniture stores, 1.83; interior designers, 1.88; window and/or wall covering businesses, 2.00; architectural firms, 2.07; and design oriented furniture stores, 2.08.

Each business ranked small business management according to perceived importance. The median rankings for small business management, in order of perceived importance, were as follows: paint stores, 1.50; interior designers, 1.92; floor covering businesses, 1.94; design oriented furniture stores, middle American furniture stores, and window and/or wall covering businesses, 2.00; mass market furniture stores, 2.05; architectural firms, 2.30; and department stores, 2.40.

Each business ranked business mathematics according to perceived importance. The median rankings for business mathematics, in order of perceived importance, were as follows: mass market furniture stores, 1.38; window and/or wall covering businesses, 1.40; department stores, 1.45; floor covering businesses, 1.46; paint stores, 1.50; design oriented furniture stores, 1.57; middle American furniture stores, 1.64; interior designers, 1.83; and architectural firms, 2.42.

Each business ranked business law according to perceived importance. The median rankings for business law, in order of perceived importance, were as follows: mass market furniture stores, 1.83; design oriented furniture stores, 1.91; architectural firms, 2.07; window and/or wall covering businesses, 2.13; paint stores, 2.21; floor covering businesses, 2.23; interior designers, 2.25; middle American furniture stores, 2.33; and department stores, 2.40.

Each business ranked advertising according to perceived importance. The median rankings for advertising, in order of perceived importance, were as follows: middle American furniture stores, 1.50;

mass market furniture stores and floor covering businesses, 2.00; design oriented furniture stores, 2.11; department stores, 2.20; window and/or wall covering businesses, 2.40; paint stores, 2.50; and interior designers and architectural firms, 2.75.

Industry and technology curriculum. The total sample ranking of courses for the industry and technology curriculum is shown in Table 44. The median rankings for the total sample regarding industry and technology courses, in order of perceived importance, were as follows: blueprint reading, 1.88; domestic architectural drawing, 2.00; furniture upholstery, 2.17; drafting, 2.19; wood technology, 2.27; architectural design, 2.48; and home construction, 2.58.

Table 44

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Total Sample (N = 175)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Drafting	30	30	40	2.19
Domestic Architectural Drawing	35	30	35	2.00
Wood Technology	15	46	39	2.27
Furniture Upholstery	26	36	38	2.17
Blueprint Reading	38	32	30	1.88
Home Construction	26	30	54	2.58
Architectural Design	17	34	49	2.48

The ranking of courses for the industry and technology curriculum by the design oriented furniture stores is shown in Table 45. The median rankings by the design oriented furniture stores, in order of perceived importance, were as follows: domestic architectural drawing, 1.36; drafting, 1.78; furniture upholstery, 1.85; blueprint reading, 1.89; wood technology, 1.96; architectural design, 2.15; and home construction, 2.45.

Table 45

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 23)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	39	39	22	1.78
Domestic Architectural Drawing	61	30	9	1.36
Wood Technology	22	61	17	1.96
Furniture Upholstery	35	43	22	1.85
Blueprint Reading	35	39	26	1.89
Home Construction	9	43	48	2.45
Architectural Design	22	43	35	2.15

The ranking of courses for the industry and technology curriculum by the mass market furniture stores is shown in Table 46. The median rankings by the mass market furniture stores, in order of perceived importance, were as follows: furniture upholstery, 1.14; wood technology, 1.83; domestic architectural drawing, 2.63; blueprint reading and architectural design, 2.72; drafting, 2.86; and home construction, 2.96.

Table 46

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 14)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Drafting	0	21	79	2.86
Domestic Architectural Drawing	0	43	57	2.63
Wood Technology	36	43	21	1.83
Furniture Upholstery	79	21	0	1.14
Blueprint Reading	0	36	64	2.72
Home Construction	0	7	93	2.96
Architectural Design	0	36	64	2.72

The ranking of courses for the industry and technology curriculum by the middle American furniture stores is shown in Table 47. The median rankings by the middle American furniture stores, by order of perceived importance, were as follows: furniture upholstery, 1.83; wood technology, 2.00; domestic architectural drawing, 2.50; drafting, 2.80; architectural design, 2.86, blueprint reading, 2.90; and home construction, 2.96.

Table 47

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 14)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Drafting	0	29	71	2.80
Domestic Architectural Drawing	14	36	50	2.50
Wood Technology	14	71	15	2.00
Furniture Upholstery	36	43	21	1.83
Blueprint Reading	0	14	86	2.90
Home Construction	0	7	93	2.96
Architectural Design	0	21	79	2.86

The ranking of courses for the industry and technology curriculum by the interior designers is shown in Table 48. The median rankings by the interior designers, in order of perceived importance, were as follows: blueprint reading, 1.21; domestic architectural drawing, 1.38; drafting, 1.59; furniture upholstery, 1.85; architectural design, 1.90; home construction, 2.04; and wood technology, 2.30.

The ranking of courses for the industry and technology curriculum by architectural firms is shown in Table 49. The median

Table 48

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Interior Designers (N = 32)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Drafting	47	37	16	1.59
Domestic Architectural Drawing	57	23	20	1.38
Wood Technology	10	48	42	2.30
Furniture Upholstery	34	45	21	1.85
Blueprint Reading	70	20	10	1.21
Home Construction	28	41	31	2.04
Architectural Design	37	33	30	1.90

Table 49

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance Architectural (N = 17)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Drafting	65	29	6	1.23
Domestic Architectural Drawing	53	35	12	1.44
Wood Technology	19	56	25	2.06
Furniture Upholstery	12	38	50	2.50
Blueprint Reading	75	19	6	1.17
Home Construction	25	38	37	2.17
Architectural Design	53	29	18	1.44

rankings by the architectural firms, in order of perceived importance, were as follows: blueprint reading, 1.17; drafting, 1.23; domestic architectural drawing and architectural design, 1.44; wood technology, 2.06; home construction, 2.17; and furniture upholstery, 2.50.

The ranking of courses for the industry and technology curriculum by department stores is shown in Table 50. The median rankings by the department stores, in order of perceived importance, were as follows: furniture upholstery, 2.29; domestic architectural drawing, 2.58; home construction, 2.67; drafting and wood technology, 2.71; and blueprint reading and architectural design, 2.80.

Table 50

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Department Stores (N = 11)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	8	28	64	2.71
Domestic Architectural Drawing	18	28	54	2.58
Wood Technology	0	36	64	2.71
Furniture Upholstery	0	64	36	2.29
Blueprint Reading	0	27	73	2.80
Home Construction	9	36	55	2.67
Architectural Design	0	27	73	2.80

The ranking of courses for the industry and technology curriculum by floor covering businesses is shown in Table 51. The median rankings by floor covering businesses, in order of perceived importance, were as follows: domestic architectural drawing, 1.70; blueprint reading, 1.72; drafting, 2.35; furniture upholstery and architectural design, 2.88; and wood technology, 2.91

Table 51

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Floor Covering (N = 25)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Drafting	42	16	42	2.35
Domestic Architectural Drawing	40	25	35	1.70
Wood Technology	10	5	85	2.91
Furniture Upholstery	5	15	80	2.88
Blueprint Reading	40	45	15	1.72
Home Construction	30	20	50	2.50
Architectural Design	0	20	80	2.88

The ranking of courses for the industry and technology curriculum by window and/or wall covering businesses is shown in Table 52. The median rankings by the window and/or wall covering businesses, in order of perceived importance, were as follows: blueprint reading, 1.50; drafting and furniture upholstery, 2.25; wood technology, 2.50; domestic architectural drawing and architectural design, 2.60; and home construction, 2.86.

Table 52

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	33	23	44	2.25
Domestic Architectural Drawing	22	22	56	2.60
Wood Technology	12	38	50	2.50
Furniture Upholstery	33	23	44	2.25
Blueprint Reading	50	30	20	1.50
Home Construction	0	22	78	2.86
Architectural Design	0	44	56	2.60

The ranking of courses for the industry and technology curriculum by paint stores is shown in Table 53. The median rankings by paint stores, in order of perceived importance, were as follows: blueprint reading, 2.00; home construction, 2.13; wood technology, 2.30; architectural design, 2.42; furniture upholstery, 2.57; domestic architectural drawing, 2.77; and drafting, 2.85.

Table 53

Ranking of Courses for Industry and Technology Curriculum
According to Perceived Importance:
Paint Stores (N = 14)

Course	Very Important	Desirable	Not Significant	Median Rank
	Rank			
	%	%	%	
Drafting	0	23	77	2.85
Domestic Architectural Drawing	0	31	69	2.77
Wood Technology	0	62	38	2.30
Furniture Upholstery	8	38	54	2.57
Blueprint Reading	23	54	23	2.00
Home Construction	31	31	38	2.13
Architectural Design	8	46	46	2.42

An overview of the ranking of courses for the industry and technology curriculum is shown in Table 54. The overview indicates the comparative ranking of each course by the various businesses. The median ranking of each course in the order of perceived importance to the various businesses is discussed below.

Each business ranked drafting according to perceived importance. The median rankings for drafting, in order of perceived importance, were as follows: architectural firms, 1.23; interior

Table 54

Overview of the Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance by Median Rank

Course	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Paint Store	Total Sample
Drafting	1.78	2.86	2.80	1.59	1.23	2.71	2.35	2.25	2.85	2.19
Domestic Architectural Drawing	1.36	2.63	2.50	1.38	1.44	2.58	1.70	2.60	2.77	2.00
Wood Technology	1.96	1.83	2.00	2.30	2.06	2.71	2.91	2.50	2.30	2.27
Furniture Upholstery	1.85	1.14	1.83	1.85	2.50	2.29	2.88	2.25	2.57	2.17
Blueprint Reading	1.89	2.72	2.90	1.21	1.17	2.80	1.72	1.50	2.00	1.88
Home Construction	2.45	2.96	2.96	2.04	2.17	2.67	2.50	2.86	2.13	2.58
Architectural Design	2.15	2.72	2.86	1.90	1.44	2.80	2.88	2.60	2.42	2.48

designers, 1.59; design oriented furniture stores, 1.78; window and/or wall covering businesses, 2.25; floor covering businesses, 2.35; department stores, 2.71; middle American furniture stores, 2.80; paint stores, 2.85; and mass market furniture stores, 2.86.

Each business ranked domestic architectural drawing according to perceived importance. The median rankings for domestic architectural drawings, in order of perceived importance, were as follows: design oriented furniture stores, 1.36; interior designers, 1.38; architectural firms, 1.44; floor covering businesses, 1.70; middle American furniture stores, 2.50; department stores, 2.58; window and/or wall covering businesses, 2.60; mass market furniture stores, 2.63; and paint stores, 2.77.

Each business ranked wood technology according to perceived importance. The median rankings for wood technology, in order of perceived importance, were as follows: mass market furniture stores, 1.83; design oriented furniture stores, 1.96; middle American furniture stores, 2.00; interior designers and paint stores, 2.30; window and/or wall covering businesses, 2.50; department stores, 2.71; and floor covering businesses, 2.91.

Each business ranked furniture upholstery according to perceived importance. The median rankings for furniture upholstery, in order of perceived importance, were as follows: mass market furniture stores, 1.14; middle American furniture stores, 1.83; design oriented furniture stores and interior designers, 1.85; window and/or wall covering businesses, 2.25; department stores, 2.29; architectural firms, 2.50; paint stores, 2.57; and floor covering businesses, 2.88.

Each business ranked blueprint reading according to perceived importance. The median rankings for blueprint reading, in order of perceived importance, were as follows: architectural firms, 1.17; interior designers, 1.21; window and/or wall covering businesses, 1.50; floor covering businesses, 1.72; design oriented furniture stores, 1.89; paint stores, 2.00; mass market furniture stores, 2.72; department stores, 2.80; and middle American furniture stores, 2.90.

Each business ranked home construction according to perceived importance. The median rankings for home construction, in order of perceived importance, were as follows: interior designers, 2.04; paint stores, 2.13; architectural firms, 2.17; design oriented furniture stores, 2.45; floor coverings, 2.50; department stores, 2.67; window and/or wall covering businesses, 2.86; and mass market furniture stores and middle American furniture stores, 2.96.

Each business ranked architectural design according to perceived importance. The median rankings for architectural design, in order of perceived importance, were as follows: architectural firms, 1.44; interior designers, 1.90; design oriented furniture stores, 2.15; paint stores, 2.42; window and/or wall covering businesses, 2.60; mass market furniture stores, 2.72; department stores, 2.80; middle American furniture stores, 2.86; and floor covering businesses, 2.88.

Art curriculum. The total sample ranking of courses for the art curriculum is shown in Table 55. The median rankings for the total sample regarding art courses, in order of perceived importance, were as follows: drawing fundamentals, 2.16; art history, 2.20; commercial art, 2.35; basic art design and portfolio, 2.40;

watercolor, 2.46; silk screen, 2.59; and painting, 2.62.

Table 55

Ranking of Courses for Art Curriculum According to Perceived Importance: Total Sample (N = 175)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Art History	24	38	38	2.20
Commercial Art	17	40	43	2.35
Watercolor	10	42	48	2.46
Drawing Fundamentals	26	37	37	2.16
Basic Art Design	15	39	46	2.40
Painting	5	39	56	2.62
Silk Screen	7	38	55	2.59
Portfolio	15	39	46	2.40

The ranking of courses for the art curriculum by the design oriented furniture stores is shown in Table 56. The median rankings by the design oriented furniture stores, in order of perceived importance, were as follows: art history, 1.85; drawing fundamentals, 1.94; watercolor, 2.15; commercial art and basic art design, 2.25; portfolio, 2.45; painting, 2.62; and silk screen, 2.92.

The ranking of courses for the art curriculum by the mass market furniture stores is shown in Table 57. The median rankings by the mass market furniture stores, in order of perceived importance, were as follows: commercial art and basic art design, 2.50; art history, drawing fundamentals, painting, and portfolio, 2.63; watercolor, 2.72; and silk screen, 2.80.

Table 56

Ranking of Courses for Art Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 23)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Art History	35	43	22	1.85
Commercial Art	17	44	39	2.25
Watercolor	13	57	30	2.15
Drawing Fundamentals	30	57	13	1.94
Basic Art Design	17	44	39	2.25
Painting	4	39	57	2.62
Silk Screen	9	39	52	2.92
Portfolio	31	39	30	2.45

The ranking of courses for the art curriculum by the middle American furniture stores is shown in Table 58. The median rankings by the middle American furniture stores, in order of perceived importance, were as follows: art history, 2.50; commercial art, 2.63; drawing fundamentals, 2.80; watercolor and portfolio, 2.86;

and basic art design, painting, and silk screen, 2.90.

Table 57

Ranking of Courses for Art Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 14)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Art History	0	43	57	2.63
Commercial Art	14	36	50	2.50
Watercolor	0	36	64	2.72
Drawing Fundamentals	14	29	57	2.63
Basic Art Design	0	50	50	2.50
Painting	0	43	57	2.63
Silk Screen	0	23	77	2.80
Portfolio	0	38	62	2.63

Table 58

Ranking of Courses for Art Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 14)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Art History	0	50	50	2.50
Commercial Art	7	36	57	2.63
Watercolor	0	21	79	2.86
Drawing Fundamentals	0	29	71	2.80
Basic Art Design	0	14	86	2.90
Painting	0	14	86	2.90
Silk Screen	0	14	86	2.90
Portfolio	0	21	79	2.86

The ranking of courses for the art curriculum by the interior designers is shown in Table 59. The median rankings by the interior designers, in order of perceived importance, were as follows: art history, 1.19; drawing fundamentals, 1.73; basic art design, 1.92; portfolio, 2.00; commercial art, 2.06; watercolor, 2.11; silk screen, 2.22; and painting, 2.32.

Table 59

Ranking of Courses for Art Curriculum According to Perceived Importance: Interior Designers (N = 32)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Art History	52	35	13	1.19
Commercial Art	17	60	23	2.06
Watercolor	13	60	27	2.11
Drawing Fundamentals	39	48	13	1.73
Basic Art Design	33	40	27	1.92
Painting	3	57	40	2.32
Silk Screen	7	60	33	2.22
Portfolio	27	47	26	2.00

The ranking of courses for the art curriculum by the architectural firms is shown in Table 60. The median rankings by the architectural firms, in order of perceived importance, were as follows: drawing fundamentals, 1.08; art history, 1.39; commercial art, 1.50; basic art design, 1.67; portfolio, 2.06; watercolor, 2.07; painting, 2.14; and silk screen, 2.17.

Table 60

Ranking of Courses for Art Curriculum According to Perceived Importance: Architectural
(N = 17)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Art History	56	31	13	1.39
Commercial Art	50	31	19	1.50
Watercolor	25	44	31	2.07
Drawing Fundamentals	75	13	12	1.08
Basic Art Design	44	37	19	1.67
Painting	6	69	25	2.14
Silk Screen	0	75	25	2.17
Portfolio	19	56	25	2.06

The ranking of courses for the art curriculum by the department stores is shown in Table 61. The median rankings by the department stores, in order of perceived importance, were as follows: drawing fundamentals and portfolio, 2.15; commercial art, 2.20; basic art design, 2.40; art history, 2.41; watercolor, 2.42; and painting and silk screen, 2.71.

Table 61

Ranking of Courses for Art Curriculum According to Perceived Importance: Department Stores (N = 11)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Art History	9	55	36	2.41
Commercial Art	19	45	36	2.20
Watercolor	0	55	45	2.42
Drawing Fundamentals	19	36	45	2.15
Basic Art Design	10	45	45	2.40
Painting	0	36	64	2.71
Silk Screen	0	36	64	2.71
Portfolio	19	45	36	2.15

The ranking of courses for the art curriculum by the floor covering businesses is shown in Table 62. The median rankings by the floor covering businesses, in order of perceived importance, were as follows: watercolor, 2.75; art history, commercial art, drawing fundamentals, and basic art design, 2.76; silk screen and portfolio, 2.81; and painting, 2.85.

The ranking of courses for the art curriculum by the window and/or wall covering businesses is shown in Table 63. The median rankings by the window and/or wall covering businesses, in order of

Table 62

Ranking of Courses for Art Curriculum According to Perceived Importance: Floor Coverings (N = 25)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Art History	0	32	68	2.76
Commercial Art	14	18	68	2.76
Watercolor	10	24	66	2.75
Drawing Fundamentals	14	18	68	2.76
Basic Art Design	0	32	68	2.76
Painting	5	18	77	2.85
Silk Screen	5	22	73	2.81
Portfolio	0	27	73	2.81

perceived importance, were as follows: silk screen, 2.10; watercolor and drawing fundamentals, 2.13; basic art design, 2.17; art history, commercial art, and portfolio, 2.33; and painting, 2.40.

The ranking of courses for the art curriculum by the paint stores is shown in Table 64. The median rankings by the paint stores, in order of perceived importance, were as follows: portfolio, 2.64; commercial art, drawing fundamentals, and painting, 2.75; art history, watercolor, and silk screen, 2,83; and basic art design, 2.90.

Table 63

Ranking of Courses for Art Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Art History	22	33	45	2.33
Commercial Art	0	60	40	2.33
Watercolor	22	45	33	2.13
Drawing Fundamentals	22	45	33	2.13
Basic Art Design	10	60	30	2.17
Painting	0	55	45	2.40
Silk Screen	20	50	30	2.10
Portfolio	22	33	45	2.33

Table 64

Ranking of Courses for Art Curriculum According to Perceived Importance: Paint Stores (N = 14)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Art History	0	25	75	2.83
Commercial Art	0	33	67	2.75
Watercolor	0	25	75	2.83
Drawing Fundamentals	0	33	67	2.75
Basic Art Design	0	17	83	2.90
Painting	8	25	67	2.75
Silk Screen	0	25	75	2.83
Portfolio	17	25	58	2.64

An overview of the ranking of courses for the art curriculum is shown in Table 65. The overview indicates the comparative ranking of each course by the various businesses. The median ranking of each course, in the order of perceived importance by the various businesses, is discussed below.

Each business ranked art history according to perceived importance. The median rankings for art history, in order of perceived importance, were as follows: interior designers, 1.19; architectural firms, 1.39; design oriented furniture stores, 1.85; window and/or wall covering businesses, 2.33; department stores, 2.41; middle American furniture stores, 2.50; mass market furniture stores, 2.63; floor covering businesses, 2.76; and paint stores, 2.83.

Each business ranked commercial art according to perceived importance. The median rankings for commercial art, in order of perceived importance, were as follows: architectural firms, 1.50; interior designers, 2.06; department stores, 2.20; design oriented furniture stores, 2.25; window and/or wall covering businesses, 2.33; mass market furniture stores, 2.50; middle American furniture stores, 2.63; paint stores, 2.75; and floor covering businesses, 2.76.

Each business ranked watercolor according to perceived importance. The median rankings for watercolor, in order of perceived importance, were as follows: architectural firms, 2.07; interior designers, 2.11; window and/or wall covering businesses, 2.13; design oriented furniture stores, 2.15; department stores, 2.42; mass market furniture stores, 2.72; floor covering businesses, 2.75; paint stores, 2.83; and middle American furniture stores, 2.86.

Table 65

Overview of the Ranking of Courses for Art Curriculum According to Perceived Importance by Median Rank

Course	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Paint Store	Total Sample
Art History	1.85	2.63	2.50	1.19	1.39	2.41	2.76	2.33	2.83	2.20
Commercial Art	2.25	2.50	2.63	2.06	1.50	2.20	2.76	2.33	2.75	2.35
Watercolor	2.15	2.72	2.86	2.11	2.07	2.42	2.75	2.13	2.83	2.46
Drawing Fundamentals	1.94	2.63	2.80	1.73	1.08	2.15	2.76	2.13	2.75	2.16
Basic Art Design	2.25	2.50	2.90	1.92	1.67	2.40	2.76	2.17	2.90	2.40
Painting	2.62	2.63	2.90	2.32	2.14	2.71	2.85	2.40	2.75	2.62
Silk Screen	2.92	2.80	2.90	2.22	2.17	2.71	2.81	2.10	2.83	2.59
Portfolio	2.45	2.63	2.86	2.00	2.06	2.15	2.81	2.33	2.64	2.42

Each business ranked drawing fundamentals according to perceived importance. The median rankings for drawing fundamentals, in order of perceived importance, were as follows: architectural firms, 1.08; interior designers, 1.73; design oriented furniture stores, 1.94; window and/or wall covering businesses, 2.13; department stores, 2.15; mass market furniture stores, 2.63; paint stores, 2.75; floor covering businesses, 2.76; and middle American furniture stores, 2.80.

Each business ranked basic art design according to perceived importance. The median rankings for basic art design, in order of perceived importance, were as follows: architectural firms, 1.67; interior designers, 1.92; window and/or wall covering businesses, 2.17; design oriented furniture stores, 2.25; department stores, 2.40; mass market furniture stores, 2.50; floor covering businesses, 2.76; and middle American furniture stores and paint stores, 2.90.

Each business ranked painting according to perceived importance. The median rankings for painting, in order of perceived importance, were as follows: architectural firms, 2.14; interior designers, 2.32; window and/or wall covering businesses, 2.40; design oriented furniture stores, 2.62; mass market furniture stores, 2.63; department stores, 2.71; paint stores, 2.75; floor covering businesses, 2.85; and middle American furniture stores, 2.90.

Each business ranked silk screen according to perceived importance. The median rankings for silk screen, in order of perceived importance, were as follows: window and/or wall covering businesses, 2.10; architectural firms, 2.17; interior designers, 2.22; department stores, 2.71; mass market furniture stores, 2.80; floor covering businesses, 2.81; paint stores, 2.83; middle American furniture stores, 2.90; and design oriented furniture stores, 2.92.

Each business ranked portfolio according to perceived importance. The median rankings for portfolio, in order of perceived importance, were as follows: interior designers, 2.00; architectural firms, 2.06; department stores, 2.15; window and/or wall covering businesses, 2.33; design oriented furniture stores, 2.45; mass market furniture stores, 2.63; paint stores, 2.64; floor covering businesses, 2.81; and middle American furniture stores, 2.86.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS: DALLAS STUDY

On the basis of the findings of the Dallas study, which were presented in the previous chapter, several conclusions have been drawn and recommendations for further research have been made. This chapter contains the conclusions and recommendations for additional research pertaining to the marketability and the feasibility of a proposed Interior Design program.

CONCLUSIONS

Based on the findings of this study, the following conclusions are drawn:

1. The largest percentage of the sample indicated they had difficulty finding "qualified" employees. A conclusion can be drawn from these data that there is a need for preparing students to meet the interior design and home furnishings merchandising job market requirements.

2. The data indicated that a high percentage of the following businesses employed larger numbers of interior design and home furnishings merchandising personnel: department stores, mass market furniture stores, floor covering businesses, and design oriented furniture stores. The data suggest that job potential is greatest for interior design and home furnishings merchandising graduates in the preceding types of businesses.

3. The data indicated that a high percentage of the following businesses employed fewer numbers of interior design and home furnishings merchandising personnel: architectural firms, paint stores, and interior designers. The data suggest that fewer jobs are available for interior design and home furnishings merchandising college graduates in the preceding types of businesses.

4. The data indicated that the largest percentage of interior design and home furnishings merchandising personnel employed by the businesses surveyed had college degrees. Therefore, it can be concluded that a college degree is perceived to be important in the area of interior design and home furnishings merchandising.

5. The data indicated that a high percentage of the following businesses employed persons who were primarily "interior designers": architectural firms, interior designers, and design oriented furniture stores. The conclusion can be drawn that interior design and home furnishings merchandising graduates who wish to concentrate on interior design oriented work should seek jobs with the preceding types of businesses.

6. The data indicated that a high percentage of the following businesses employed "sales only" and "sales and interior design" personnel: middle American furniture stores, window and/or wall covering businesses, mass market furniture stores, floor covering businesses, department stores, and paint stores, The conclusion can be drawn that interior design and home furnishings merchandising graduates who wish to concentrate on sales oriented work should seek employment with the preceding types of businesses.

7. According to the data, 85 percent of all the businesses paid

beginning interior design and home furnishings merchandising employees between $6,000 and $11,000 annually. It can be concluded from the data that the college graduate in the field of interior design and home furnishings merchandising could anticipate a beginning annual salary of $6,000 to $11,000.

8. According to the data, salaries for beginning employees in the area of interior design and home furnishings merchandising were highest among window and/or wall covering businesses, department stores, and middle American furniture stores. It can be noted, also, that those same businesses had a higher rate of "sales only" personnel. Therefore, it can be concluded from the data that the highest paying jobs available for beginning interior design and home furnishings merchandising employees are primarily in sales-oriented positions with the window and/or wall covering businesses, department stores, and middle American furniture stores.

9. According to the data, salaries for beginning employees in the area of interior design and home furnishings merchandising were lowest among interior designers, window and/or wall covering businesses, and design oriented furniture stores. It can be concluded that the lowest paying jobs available to beginning interior design and home furnishings merchandising employees are in the preceding businesses.

10. The total sample, 175 Dallas area businesses, reported that 34 percent of them anticipated a need for additional employees within the year. Of the percentage anticipating an increase in employees, they expected to hire 104 additional personnel for interior design and home furnishings merchandising jobs. Therefore, it can be concluded that there will be 104 jobs available within the year among 34 percent of the

175 Dallas metroplex businesses surveyed.

11. The total sample, 175 Dallas area businesses, reported that 66 percent of them did not anticipate a need for additional employees within the year. The conclusion can be drawn that two thirds of the businesses surveyed will not be increasing the number of their interior design and home furnishings merchandising personnel within the next year.

12. The data indicated that 82 percent of all the businesses surveyed reported an employee turnover rate of 10 percent or less. The data suggest that there is apparently a low turnover rate in the interior design and home furnishings merchandising industry.

13. Concerning the ranking of the seven employee qualifications which the sample businesses recorded, the data revealed that the categories "salesmanship potential" and "personality" were conceived to be the "most important" by the total sample. However, these two qualifications received their lowest rankings from architectural firms and interior designers. It can be concluded that "salesmanship potential" and "personality" are important qualifications for persons entering the interior design and home furnishings merchandising industry. However, it can also be concluded that those qualifications are not as important to those persons entering the architectural and interior design areas of employment.

14. The ranking of the seven qualifications also revealed the categories "product knowledge," "professionalism," and "education," to be ranked the least important, in that order, by the total sample. However, it can be noted from the data that the two businesses which ranked "professionalism" and "education" highest were architectural firms and interior designers. It can be concluded from the data that

the architectural firms and interior designers place greater importance on education and professionalism, while all other businesses surveyed place greater importance on salesmanship and personality.

15. The ranking of curriculum for interior design and home furnishings merchandising indicated that with the exception of equipment and ecology, all of the interior design and home furnishings merchandising courses were considered to be important to the curriculum. While equipment and ecology was not perceived as a necessary part of the interior design and home furnishings merchandising curriculum.

16. The curriculum ranking of business courses indicated that business courses were generally considered an important segment of the interior design and home furnishings merchandising curriculum. "Salesmanship" received the highest median rank by the total sample; however, it was ranked lowest by the architectural firms and the interior designers. The data suggest that the business courses are perceived as important to most businesses surveyed, but it could perhaps be considered as an elective for those students interested in employment with architectural firms and interior designers.

17. The data revealed that the total sample perceived "salesmanship potential" as the most important qualification for a potential interior design and home furnishings merchandising employee to have. The data further revealed that the salesmanship course was ranked highest of the courses in the business curriculum. Therefore, it can be concluded that salesmanship is perceived the most important business course in the interior design and home furnishings merchandising curriculum.

18. The data revealed that, with the exception of home construc-

tion and architectural design (which were ranked as "not significant"), the industry and technology courses were ranked as "desirable" for the interior design and home furnishings merchandising curriculum. The conclusion can be drawn that home construction and architectural design are not perceived as a necessary part of the interior design and home furnishings merchandising curriculum.

19. According to the data, only art history and drawing fundamentals were ranked as "desirable," while the remainder of the art courses were not considered significant for an interior design and home furnishings merchandising curriculum. The conclusion can be drawn that art history and drawing fundamentals are perceived as "desirable" courses for the interior design and home furnishings merchandising curriculum.

RECOMMENDATIONS

The above conclusions indicate that further research is needed to explore various aspects of this study. The following recommendations are based on the findings of this study.

1. It is recommended that the study be repeated with a larger sample of the same population and that personal interviews be made a part of the investigation to insure a greater return.

2. It is recommended that the study be repeated in cities in the northeast Texas, Oklahoma, Arkansas, and Louisiana areas surrounding East Texas State University.

3. It is recommended that a study be made of the institutions of higher education with interior design programs in the northeast Texas area to determine the following: (1) the number of students

graduating in the area of design and (2) whether the Dallas metroplex interior design and home furnishings merchandising job market is being saturated by area graduates.

4. It is recommended that a study similar to the present investigation be conducted to ascertain data for interior design job availability and educational requirements.

5. It is recommended that a study similar to the present investigation be conducted to ascertain data for home furnishings merchandising job availability and educational requirements.

6. It is recommended that a study be made to determine the need for a home furnishings merchandising major, and, if so, what would be an appropriate curriculum for such a major.

7. It is recommended that a study be conducted to determine the educational criteria for salesmanship in interior design and home furnishings businesses.

8. It is recommended that the questionnaire be revised to include "salesmanship" in the interior design and home furnishings merchandising curriculum if it is used for further studies.

9. It is recommended that a study be conducted of businesses which employ large numbers of interior design and home furnishings merchandising personnel, such as department stores, to determine their criteria for employment.

Chapter 5

RESULTS OF THE NORTHEAST TEXAS, SOUTHEASTERN OKLAHOMA AND WESTERN LOUISIANA STUDY

This investigation had two major purposes. The study evaluated a proposed Interior Design program in order to determine: (1) the marketability of the program (job availability in the field of interior design and home furnishings merchandising) and (2) the feasibility of the program (educational requirements for entrance into the interior design and home furnishings merchandising job market). The sample for the study consisted of 265 interior design and home furnishings related businesses located in northeast Texas, southeastern Oklahoma, and western Louisiana. The businesses represented in the sample included those in the following categories: design oriented furniture stores, mass market furniture stores, middle American furniture stores, interior designers, building contractors, architectural, department stores, floor covering, window and/or wall covering, accessories, lighting, paint stores, and other businesses.

Fifteen sample businesses were classified as "other" interior design and home furnishings related businesses. The fifteen other businesses included: three antique shops, two office environment and equipment businesses, two mobile home manufacturers, two furniture upholstery and refinishing businesses, one appliance store, one glass company, one hardware store, one plumbing and electric business, one bedding manufacturer, and one lumber company.

General information which was not specifically related to the major purposes of this investigation was sought. Businesses surveyed were requested to indicate their type of ownership and whether they had difficulty locating qualified employees.

The distribution of the sample according to ownership is shown in Table 66. The various businesses were divided into three types of ownership: sole ownership, partnership, and corporation. The largest percentage of the various businesses sampled, 49 percent, was corporation; the next largest, 36 percent, was sole ownership; and the smallest percentage, 15 percent, was partnership.

The various businesses responded to the degree of difficulty they had in finding qualified employees as shown in Table 67. The response of the total sample indicated 67 percent had difficulty finding qualified employees, while 32 percent had no difficulty finding qualified employees.

JOB AVAILABILITY

In order to fulfill the first major purpose of this study, information regarding the interior design and home furnishings merchandising job market was sought.

This section includes the presentation and results of the data regarding job market availability in the field of interior design and home furnishings merchandising. Each research question is stated and is followed by a discussion of the related data.

Question 1

How many persons were employed by the various northeast Texas,

Table 66

Type of Business Ownership

Business	Sole Owner	Partnership	Corporation
	%	%	%
Furniture Store: Design Oriented (N=17)	19	25	56
Furniture Store: Mass Market (N=20)	40	20	40
Furniture Store: Middle American (N=43)	26	5	69
Interior Designer (N=34)	56	15	29
Building Contractor (N=28)	36	11	53
Architectural (N=25)	52	24	24
Department Store (N=18)	17	22	61
Floor Covering (N=22)	36	23	41
Window and/or Wall Covering (N=10)	40	30	30
Accessories (N=7)	43	14	43
Lighting (N=9)	22	11	67
Paint Store (N=17)	12	6	82
Other (N=15)	27	13	60
Total Sample (N=265)	36	15	49

Table 67

Rating of Difficulty Interior Design and Home Furnishings Merchandising Businesses Experienced in Finding Qualified Employees

Business	Difficulty Yes	Difficulty No	No Response
	%	%	%
Furniture Store: Design Oriented	76	24	0
Furniture Store: Mass Market	53	47	0
Furniture Store: Middle American	63	37	0
Interior Designer	67	33	0
Building Contractor	86	14	0
Architectural	71	29	0
Department Store	53	41	6
Floor Covering	73	27	0
Window and/or Wall Covering	80	20	0
Accessories	43	57	0
Lighting	78	27	0
Paint Store	69	31	0
Other	67	33	0
Total Sample	67	32	1

southeastern Oklahoma, and western Louisiana businesses in the area of interior design and home furnishings merchandising?

To determine the number of people employed by the sample, and to determine which type businesses employed the largest number of interior design and home furnishings employees (see Table 68), the sample was asked to indicate the number of interior design and home furnishings personnel they employed. Window and/or wall covering businesses, middle American furniture stores, and department stores reported the highest number of employees in the interior design and home furnishings merchandising area. Thirty percent of the window and/or wall covering businesses employed six or more personnel; 29 percent of the middle American furniture stores employed six or more personnel; and, 29 percent of the department stores employed six or more personnel. The response for the total sample indicated larger percentages of the businesses employed four or less personnel, while smaller percentages of the businesses employed five or more personnel. The largest percentage of any group employing one person, 42 percent, occured among the architectural firms.

Question 2

What was the educational background of the present employees of the various businesses?

Table 69 shows the educational attainment of the employees of the total sample. The reported education level of the employees for the total sample showed the largest percentage, 41 percent, to be high school graduates. The next largest percentage, 24 percent, were college graduates. The data further indicated that 23 percent of the employees

Table 68

Number of Personnel Employed in the Area of Interior Design and Home Furnishings

Business	Number Employed							
	1	2	3	4	5	6-10	11-20	21+
	%	%	%	%	%	%	%	%
Furniture Store: Design Oriented	18	12	23	23	12	6	0	6
Furniture Store: Mass Market	5	16	16	16	31	16	0	0
Furniture Store: Middle American	2	19	21	19	19	19	6	4
Interior Design	18	25	24	15	3	6	9	0
Building Contractor	30	30	7	7	11	4	4	7
Architectural	42	33	13	0	4	0	8	0
Department Store	6	29	18	12	6	23	6	0
Floor Covering	0	36	27	18	5	9	5	0
Window and/or Wall Covering	0	20	10	20	20	20	10	0
Accessories	14	29	14	29	0	14	0	0
Lighting	11	11	11	11	34	11	11	0
Paint Store	6	35	18	18	6	11	6	0
Other	20	25	7	7	7	20	7	7
Total Sample	16	24	17	14	14	10	3	2

Table 69

Degree of Education of Employees in the Area of Interior Design and Home Furnishings

Business	High School Graduate	Some College Study	College Graduate	Do Not Know
	%	%	%	%
Furniture Store: Design Oriented	28	17	23	13
Furniture Store: Mass Market	23	28	14	14
Furniture Store: Middle American	11	39	45	5
Interior Designer	4	31	54	11
Building Contractor	49	26	18	7
Architectural	23	12	30	2
Department Store	40	14	9	11
Floor Covering	55	19	11	6
Window and/or Wall Covering	27	11	1	1
Accessories	9	13	2	2
Lighting	34	20	0	1
Paint Store	39	15	9	6
Other	47	12	3	30
Total Sample	41	23	24	12

had some college study. Thus, 47 percent of the total sample employees had some level of college training, while 41 percent had a minimum of a high school education. The interior designers reported the largest percentage, 54 percent, of their employees being college graduates. The interior designers also reported the smallest percentage, 4 percent, of their employees who were high school graduates.

Question 3

Were the various businesses presently employing salespeople only, salespeople with some training in interior design or interior designers who engaged in some selling?

Table 70 shows the total mean percentage of employees of the various businesses by the area of work they perform. The data for the total sample indicated that 41 mean percent were employed in "sales only," 27 mean percent were employed in "sales and interior design," while 19 mean percent were primarily "interior designers" but did some selling. Architectural firms reported the largest mean percentage, 65 percent, of employees involved in primarily "interior design" work. The design oriented furniture stores indicated 35 mean percent of their employees were involved in "interior design only" work, 50 mean percent in "sales and interior design" work, and 10 percent in "sales only" work. The interior design firms indicated 33 mean percent of their employees were involved in "interior design only" work, 38 mean percent in "sales and interior design" work, and reported 14 mean percent in the "sales only" category. The department stores, on the other hand, indicated the largest percentage of employees, 77 mean percent, in "sales only."

Table 70

Interior Design and Home Furnishings Merchandising Employees by Area of Work Involvement

Business	Sales Only	Sales and Interior Design	Interior Design Only
	Mean %	Mean %	Mean %
Furniture Store: Design Oriented	10	50	35
Furniture Store: Mass Market	67	30	1
Furniture Store: Middle American	64	28	4
Interior Designer	14	38	33
Building Contractor	32	27	19
Architectural	2	4	65
Department Store	77	14	3
Floor Covering	60	25	12
Window and/or Wall Covering	49	16	7
Accessories	70	20	10
Lighting	50	38	12
Paint Store	56	33	1
Other	28	33	13
Total Sample	41	27	19

Question 4

What was the pay scale used by the various businesses for new employees in the area of interior design and home furnishings merchandising?

Table 71 shows the annual pay scale the sample businesses used for beginning employees in the area of interior design and home furnishings merchandising. The pay scale was divided into the following categories: less than $5,000, $6-8,000, $9-11,000, and $12,000 or more. The total sample reported the largest percentage, 61 percent, of pay scale to be between $6-8,000. The next largest percentage, 24 percent, of pay scale for the total sample was between $9-11,000. The accessories stores had the largest percentage of pay scale, 66 percent, in the $5,000 or less category. The lighting stores had the largest percentage of pay scale, 88 percent in the $6-8,000 category. The building contractors had the largest percentage of pay scale, 36 percent, in the $9-11,000 category. The window and/or wall covering businesses had the largest percentage of pay scale, 22 percent, in the $12,000 or more category. The interior designers in the sample indicated the greatest percentage of their pay scale, 59 percent, fell into the $6-8,000 category.

Question 5

What were the methods used by the various businesses for paying their beginning employees and their established employees in the area of interior design and home furnishings merchandising?

Table 72 indicates the most often used method of paying beginning employees in the field of interior design and home furnishings merchandising was salary only. Forty-eight percent of the total sample used

Table 71

Pay Scale for Beginning Employees in the Area of Interior Design and Home Furnishings

Business	Annual Pay Scale			
	$5,000 or less	$6-8,000	$9-11,000	$12,000 and up
	%	%	%	%
Furniture Store: Design Oriented	0	60	33	7
Furniture Store: Mass Market	10	58	32	0
Furniture Store: Middle American	10	57	31	2
Interior Designer	19	59	15	7
Building Contractor	8	56	36	0
Architectural	9	65	26	0
Department Store	40	53	7	0
Floor Covering	10	43	33	14
Window and/or Wall Covering	11	45	22	22
Accessories	66	17	17	0
Lighting	0	88	12	0
Paint Store	0	82	18	0
Other	14	57	22	7
Total Sample	12	61	24	3

Table 72

Method of Payment for Beginning Employees in the Area of Interior Design and Home Furnishings

Business	Salary Only	Salary and Commission	Commission Only	Salary and Bonus	Contract Basis
	%	%	%	%	%
Furniture Store: Design Oriented	35	47	12	6	0
Furniture Store: Mass Market	30	40	10	15	5
Furniture Store: Middle American	51	37	3	9	0
Interior Designer	43	21	21	9	6
Building Contractor	48	32	0	11	9
Architectural	69	0	5	21	5
Department Store	67	28	0	5	0
Floor Covering	38	25	21	12	4
Window and/or Wall Covering	45	22	11	0	22
Accessories	72	14	0	14	0
Lighting	88	0	0	12	0
Paint Store	59	35	0	6	0
Other	44	19	0	25	12
Total Sample	48	28	8	12	4

that method, with 28 percent using salary and commission basis of payment as the second most popular method of payment. Twelve percent of the sample used the salary and bonus method, with 8 percent using commission only payment, and 4 percent using the contract basis of payment.

Second, Table 73 indicates the most popular method of paying established employees in the field of interior design and home furnishings merchandising. Data for the total sample shows that the most often used method of payment, 37 percent, was salary and commission. The next most frequent method of payment, 33 percent, was salary only. Seventeen percent of the sample used salary and bonus; 10 percent used commission only; and 3 percent operated on a contract basis.

Question 6

What was the number of potential new job openings for interior design and home furnishings merchandising persons in the various businesses?

The respondents were asked to indicate whether they anticipated an increase in interior design and home furnishings merchandising personnel, and, if so, how many additional personnel would be needed. Table 74 shows the total sample response. Those responding affirmatively to an anticipated increase in personnel were 34 percent of the sample. Those responding negatively were 66 percent of the sample.

A total number of 177 available jobs with responding businesses for interior design and home furnishings merchandising applicants within a year from the time of the study were indicated in the data.

Building contractors anticipated 57 job openings within the next year, which was the largest number of anticipated job openings. The next largest number was 31, a need which was indicated by the mass mar-

Table 73

Method of Payment for Established Employees in the Area of Interior Design and Home Furnishings

Business	Salary Only	Salary and Commission	Commission Only	Salary and Bonus	Contract Basis
	%	%	%	%	%
Furniture Store: Design Oriented	17	39	33	11	0
Furniture Store: Mass Market	20	40	15	25	0
Furniture Store: Middle American	33	43	7	17	0
Interior Designer	29	35	21	12	3
Building Contractor	29	40	0	23	8
Architectural	48	19	0	29	4
Department Store	50	39	0	11	0
Floor Covering	25	42	12	17	4
Window and/or Wall Covering	27	37	9	9	18
Accessories	57	29	0	14	0
Lighting	67	11	0	22	0
Paint Store	41	47	0	12	0
Other	33	27	0	33	7
Total Sample	33	37	10	17	3

Table 74

Percentage of Anticipated Employee Increase Rate and Total Number Job Openings Within the Year

Business	Anticipated Increase Yes	Anticipated Increase No	Total Number Anticipated Job Openings
	%	%	
Furniture Store: Design Oriented	59	41	12
Furniture Store: Mass Market	35	65	31
Furniture Store: Middle American	37	63	25
Interior Designer	41	59	15
Building Contractor	37	63	57
Architectural	12	88	1
Department Store	18	82	5
Floor Covering	36	64	11
Window and/or Wall Covering	50	50	5
Accessories	43	57	4
Lighting	37	63	1
Paint Store	29	71	5
Other	40	60	5
Total Sample	34	66	177

ket furniture stores. The middle American furniture stores indicated a need for 25 new job holders. Fifteen anticipated job openings were anticipated by the interior designers responding to the survey. Floor covering businesses expected to need 11 new job holders within the next year.

Question 7

What was the annual rate of employee turnover for the various businesses?

The annual rate of employee turnover is shown in Table 75. The largest percentage of employee turnover, 6 percent, reporting 31-40 percent turnover rate, was reported by paint stores. Four percent of the building contractors also reported a 31-40 percent turnover rate. The largest percentage of no employee turnover, 70 percent, was reported by interior designers. Other businesses which reported a high rate of no employee turnover were: accessories stores, 50 percent; mass market furniture stores, 47 percent; window and/or wall covering stores, 45 percent; and, middle American furniture stores and design oriented furniture stores, 44 percent.

EDUCATIONAL REQUIREMENTS

The second major purpose of this study was to ascertain educational requirements for entrance into the field of interior design and home furnishings merchandising. Two research questions were designed to achieve this purpose. The questions were: (1) how did the various businesses rank the qualifications (education, experience, salesmanship potential, personality, product knowledge, professionalism, communica-

Table 75

Annual Rate of Employee Turnover as Reported by the Businesses

	Percentage of Turnover							
Business	0	1-5	6-10	11-20	21-30	31-40	41-50	50+
	%	%	%	%	%	%	%	%
Furniture Store: Design Oriented	44	19	31	6	0	0	0	0
Furniture Store: Mass Market	47	16	32	5	0	0	0	0
Furniture Store: Middle American	44	33	14	7	2	0	0	0
Interior Designer	70	23	0	7	0	0	0	0
Building Contractor	22	39	13	9	13	4	0	0
Architectural	35	35	25	5	0	0	0	0
Department Store	12	41	29	18	0	0	0	0
Floor Covering	43	33	14	10	0	0	0	0
Window and/or Wall Covering	45	22	22	11	0	0	0	0
Accessories	50	50	0	0	0	0	0	0
Lighting	25	49	0	13	13	0	0	0
Paint Store	24	29	24	6	11	6	0	0
Other	15	46	31	0	8	0	0	0
Total Sample	40	32	16	6	4	2	0	0

tive skills) of a potential interior design and home furnishings merchandising employee, and (2) of the four educational curriculum areas (interior design and home furnishings merchandising, business, industry and technology, and art), how did the various businesses rank them according to importance for their interior design and home furnishings merchandising employees?

In this section, each research question is stated and is followed by a discussion of the related data. Data are discussed in the following sequence: total sample, individual businesses, and an overview of the various businesses.

The various businesses were requested to rank order seven specific qualifications they perceived important for potential employees. The businesses were also requested to indicate "other" qualifications they considered important. The seven specific qualifications were ranked on a scale from 1.0 to 7.0, with 1.0 being the most important. Responses to the open-ended "other" qualification are included in the discussion of the total sample data.

Question 8

How did the various businesses rank the qualifications (education, experience, salesmanship potential, personality, product knowledge, professionalism, communicative skills) of a potential interior design and home furnishings merchandising employee?

Table 76 reports the total sample ranking of the qualifications of an applicant according to perceived importance. The median rankings of the total sample, in order of perceived importance, were as follows: salesmanship potential, 2.34; personality, 2.42; experience, 2.92;

product knowledge, 4.18; communicative skills, 4.19; education, 4.38; and professionalism, 4.78.

Thirty-four businesses indicated "other" qualifications as being important. Seventeen of the "other" qualifications were apparently personality-oriented and they included: honesty, willingness to work, appearance, and attitude. Seventeen of the "other" qualifications were apparently competency-oriented, and they included: intellectual capacity and creative ability.

Table 76

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Total Sample (N = 265)

	Rank							
Qualification	1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	18	7	10	17	19	14	15	4.38
Experience	25	17	20	11	9	13	5	2.92
Salesmanship Potential	34	19	16	9	4	6	12	2.34
Personality	28	24	19	12	11	4	2	2.42
Product Knowledge	10	18	12	15	13	13	19	4.18
Professionalism	12	8	12	13	19	18	18	4.78
Communicative Skills	11	11	14	21	10	16	18	4.19

Table 77 reports the design oriented furniture store ranking of qualifications of an applicant according to perceived importance. The median rankings for the design oriented furniture stores, in order of perceived importance, were as follows: personality, 2.00; salesmanship potential, 2.50; experience, 3.50; product knowledge, professionalism, and communicative skills, 4.50; and education, 5.50.

Table 77

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Design Oriented Furniture Stores (N = 17)

Qualifications	Rank 1	 2	 3	 4	 5	 6	 7	Median Rank
	%	%	%	%	%	%	%	
Education	19	6	12	12	19	26	6	5.50
Experience	21	13	13	21	13	6	13	3.50
Salesmanship Potential	40	20	7	26	0	0	7	2.50
Personality	13	34	20	20	13	0	0	2.00
Product Knowledge	14	0	14	7	14	22	29	4.50
Professionalism	22	14	7	7	29	7	14	4.50
Communicative Skills	7	14	21	7	7	22	22	4.50

Table 78 reports the mass market furniture store ranking of qualifications of an applicant according to perceived importance. The median rankings for the mass market furniture stores, in order of perceived importance, were as follows: salesmanship potential, 1.21; personality, 1.50; professionalism, 3.50; communicative skills, 4.00; product knowledge, 4.25; experience, 4.50; and education, 5.00.

Table 78

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Mass Market Furniture Stores (N = 20)

	Rank							
Qualifications	1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	7	7	7	14	29	14	22	5.00
Experience	8	15	15	23	8	31	0	4.50
Salesmanship Potential	60	15	15	5	0	5	0	1.21
Personality	35	29	12	6	18	0	0	1.50
Product Knowledge	0	7	14	29	14	22	14	4.25
Professionalism	15	15	8	8	15	15	24	3.50
Communicative Skills	0	8	30	23	0	8	31	4.00

Table 79 reports the middle American furniture store ranking of qualifications of an applicant according to perceived importance. The median rankings of the middle American furniture stores, in order of perceived importance, were as follows: salesmanship potential, 1.80; personality, 2.25; experience, 3.50; education, 4.75; and product knowledge, professionalism, and communicative skills, 4.88.

Table 79

Ranking of Qualifications for Interior Design and Home Furnishings
Merchandising Applicants According to Perceived Importance:
Middle American Furniture Stores (N = 43)

Qualifications	Rank							Median Rank
	1	2	3	4	5	6	7	
	%	%	%	%	%	%	%	
Education	7	5	12	12	23	18	23	4.75
Experience	22	17	17	7	7	20	10	3.50
Salesmanship Potential	40	24	14	7	7	5	3	1.80
Personality	27	22	22	17	10	2	0	2.25
Product Knowledge	0	15	5	17	18	15	30	4.88
Professionalism	3	5	11	16	18	21	26	4.88
Communicative Skills	3	13	18	23	13	15	15	4.88

Table 80 reports the interior designers ranking of qualifications of an applicant according to perceived importance. The median rankings of the interior designers, in order of perceived importance, were as follows: personality, 2.00; experience, 2.50; professionalism, 3.00; salesmanship potential, 3.33; product knowledge, 3.83; education, 4.25; and communicative skills, 4.50.

Table 80

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Interior Designers (N = 34)

Qualifications	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	21	4	18	14	21	11	11	4.25
Experience	30	22	11	7	15	11	4	2.50
Salesmanship Potential	14	14	24	29	5	9	5	3.33
Personality	39	25	18	4	14	0	0	2.00
Product Knowledge	21	18	11	14	18	4	14	3.83
Professionalism	17	17	17	8	0	33	8	3.00
Communicative Skills	5	15	15	20	5	10	30	4.50

Table 81 reports the building contractors ranking of qualifications of an applicant according to perceived importance. The median rankings of the building contractors, in order of perceived importance, were as follows: experience, 2.33; product knowledge, 2.75; salesmanship potential, 3.25; personality, 3.50; communicative skills, 4.00; professionalism, 4.50; and education, 4.67.

Table 81

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Building Contractors (N = 28)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	23	4	8	12	19	19	15	4.67
Experience	35	15	15	8	11	8	8	2.33
Salesmanship Potential	25	17	13	4	8	8	25	3.25
Personality	31	13	9	17	4	26	0	3.50
Product Knowledge	26	26	22	13	4	0	9	2.75
Professionalism	13	0	26	13	22	13	13	4.50
Communicative Skills	19	19	5	28	19	5	5	4.00

Table 82 reports the architectural firm ranking of qualifications of an applicant according to perceived importance. The median rankings of the architectural firms, in order of perceived importance, were as follows: education, 1.29; personality, 2.50; experience, 2.63; product knowledge, 3.25; professionalism and communicative skills, 4.50; and salesmanship potential, 6.90.

Table 82

Rankingof Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Architectural (N = 25)

Qualifications	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	46	8	13	13	13	7	0	1.29
Experience	21	33	25	8	13	0	0	2.63
Salesmanship Potential	6	6	6	0	0	6	76	6.90
Personality	18	27	27	10	18	0	0	2.50
Product Knowledge	5	11	16	32	16	10	10	3.25
Professionalism	14	19	14	20	14	19	0	4.50
Communicative Skills	11	11	6	17	5	33	17	4.50

Table 83 reports the department store ranking of qualifications of an applicant according to perceived importance. The median rankings of the department stores, in order of perceived importance, were as follows: personality, 1.21; salesmanship potential, 1.50; experience and communicative skills, 3.00; education, 4.00; and product knowledge and professionalism, 5.50.

Table 83

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Department Stores (N = 18)

	Rank							
Qualification	1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	13	0	13	21	20	13	20	4.00
Experience	23	23	24	12	12	6	0	3.00
Salesmanship Potential	44	28	28	0	0	0	0	1.50
Personality	50	17	17	11	0	0	5	1.21
Product Knowledge	14	14	0	14	15	29	14	5.50
Professionalism	13	0	0	13	20	27	27	5.50
Communicative Skills	29	7	7	14	22	14	7	3.00

Table 84 reports the floor covering businesses ranking of qualifications of an applicant according to perceived importance. The median rankings of the floor covering businesses, in order of perceived importance, were as follows: salesmanship potential, 1.29; personality, 2.00; experience, 2.75; education, 3.00; product knowledge, 3.50; professionalism, 4.50; and communicative skills, 5.50.

Table 84

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Floor Covering (N = 22)

	Rank							
Qualification	1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	18	6	6	29	23	12	6	3.00
Experience	28	11	28	6	6	21	0	2.75
Salesmanship Potential	55	27	18	0	0	0	0	1.29
Personality	37	26	11	16	5	0	5	2.00
Product Knowledge	12	17	12	23	12	12	12	3.50
Professionalism	13	0	13	13	34	7	20	4.50
Communicative Skills	13	13	13	7	7	27	20	5.50

Table 85 reports the window and/or wall covering businesses ranking of qualifications of an applicant according to perceived importance. The median rankings of the window and/or wall covering businesses, in order of perceived importance, were as follows: product knowledge, 2.17; salesmanship potential, 2.50; personality, 3.00; experience and professionalism, 3.50; education, 4.50; and communicative skills, 5.75.

Table 85

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Window and/or Wall Covering (N = 10)

	Rank							
Qualification	1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	20	10	10	20	30	10	0	4.50
Experience	50	0	10	10	10	10	10	3.50
Salesmanship Potential	26	12	38	12	12	0	0	2.50
Personality	34	11	22	0	11	11	11	3.00
Product Knowledge	11	45	11	11	11	0	11	2.17
Professionalism	29	0	0	29	0	14	28	3.50
Communicative Skills	14	14	0	0	0	43	29	5.75

Table 86 reports the accessories businesses ranking of qualifications of an applicant according to perceived importance. The median rankings of the accessories businesses, in order of perceived importance, were as follows: salesmanship potential, 2.00; personality, 2.50; experience, 3.50; education, 3.83; product knowledge, 4.75; communicative skills, 5.50; and professionalism, 6.88.

Table 86

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Accessories (N = 7)

Qualification	Rank							Median Rank
	1	2	3	4	5	6	7	
	%	%	%	%	%	%	%	
Education	14	0	14	43	15	14	0	3.83
Experience	29	14	0	14	29	14	0	3.50
Salesmanship Potential	29	31	40	0	0	0	0	2.00
Personality	29	29	29	13	0	0	0	2.50
Product Knowledge	0	17	0	33	33	17	0	4.75
Professionalism	0	0	0	0	0	20	80	6.88
Communicative Skills	0	20	20	0	20	40	0	5.50

Table 87 reports the lighting store ranking of qualifications of an applicant according to perceived importance. The median rankings of the lighting stores, in order of perceived importance, were as follows: personality, 2.00; experience, 2.50; product knowledge, 3.50; professionalism, 4.50; communicative skills, 6.00; and education and salesmanship potential, 6.50.

Table 87

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Lighting (N = 9)

	Rank							
Qualification	1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	22	0	11	22	11	22	12	6.50
Experience	22	22	34	11	11	0	0	2.50
Salesmanship Potential	44	22	11	0	11	0	12	6.50
Personality	34	22	22	11	0	0	11	2.00
Product Knowledge	13	0	13	25	12	37	0	3.50
Professionalism	0	0	0	16	42	0	42	4.50
Communicative Skills	0	25	0	12	12	38	13	6.00

Table 88 reports the paint store ranking of qualifications of an applicant according to perceived importance. The median rankings of the paint stores, in order of perceived importance, were as follows: experience, salesmanship potential, and personality, 2.50; communicative skills, 3.50; product knowledge, 5.00; education, 5.50; and professionalism, 5.67.

Table 88

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Paint Stores (N = 17)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	13	6	6	24	13	25	13	5.50
Experience	29	6	23	12	18	12	0	2.50
Salesmanship Potential	29	29	24	0	6	6	6	2.50
Personality	18	29	18	12	23	0	0	2.50
Product Knowledge	7	13	13	13	7	13	34	5.00
Professionalism	15	0	8	0	23	23	31	5.67
Communicative Skills	14	14	8	36	7	14	7	3.50

Table 89 reports the other businesses ranking of qualifications of an applicant according to perceived importance. The median rankings of the other businesses, in order of perceived importance, were as follows: product knowledge, 2.50; personality, 3.17; salesmanship potential, 3.50; experience, 3.75; communicative skills, 4.00; education, 4.50; and professionalism, 5.75.

Table 89

Ranking of Qualifications for Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance: Other (N = 15)

Qualification	Rank 1	2	3	4	5	6	7	Median Rank
	%	%	%	%	%	%	%	
Education	18	9	0	37	18	0	18	4.50
Experience	39	0	15	23	0	15	8	3.75
Salesmanship Potential	22	11	11	22	0	34	0	3.50
Personality	15	23	46	8	8	0	0	3.17
Product Knowledge	0	50	10	0	20	10	10	2.50
Professionalism	10	10	0	0	30	20	30	5.75
Communicative Skills	28	0	18	18	18	9	9	4.00

An overview of the ranking of interior designer and home furnishings merchandising applicant qualifications is presented in Table 90. The overview illustrates the comparative ranking of each qualification by the various businesses. The median ranking of each qualification, in order of perceived importance to the various businesses, is discussed below.

Each business ranked education as an apparent qualification. Rankings for education, in order of perceived importance, were as follows: architectural firms, 1.29; floor covering businesses, 3.00; accessories businesses, 3.83; department stores, 4.00; interior designers, 4.25; window and/or wall covering and other businesses, 4.50; building contractors, 4.67; middle American furniture stores, 4.75; mass market furniture stores, 5.00; design oriented furniture stores and paint stores, 5.50; and lighting stores, 6.50.

Each business ranked experience as an apparent qualification. Rankings for experience, in order of perceived importance, were as follows: building contractors, 2.33; interior designers, lighting stores, and paint stores, 2.50; architectural firms, 2.63; floor covering businesses, 2.75; department stores, 3.00; design oriented furniture stores, middle American furniture stores, window and/or wall covering and accessories businesses, 3.50; other businesses, 3.75; and mass market furniture stores, 4.50.

Each business ranked salesmanship potential as an apparent qualification. Rankings for salesmanship potential, in order of perceived importance, were as follows: mass market furniture stores, 1.21; floor covering businesses, 1.29; department stores, 1.50; middle American furniture stores, 1.80; accessories businesses, 2.00; design oriented

Table 90

Overview of the Ranking of Interior Design and Home Furnishings Merchandising Applicants According to Perceived Importance by Median Rank

Qualifications	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Building Contractor	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Accessories	Lighting	Paint Store	Other	Total Sample
Education	5.50	5.00	4.75	4.25	4.67	1.29	4.00	3.00	4.50	3.83	6.50	5.50	4.50	4.38
Experience	3.50	4.50	3.50	2.50	2.33	2.63	3.00	2.75	3.50	3.50	2.50	2.50	3.75	2.92
Salesmanship Potential	2.50	1.21	1.80	3.33	3.25	6.90	1.50	1.29	2.50	2.00	6.50	2.50	3.50	2.34
Personality	2.00	1.50	2.25	2.00	3.50	2.50	1.21	2.00	3.00	2.50	2.00	2.50	3.17	2.42
Product Knowledge	4.50	4.25	4.88	3.83	2.75	3.25	5.50	3.50	2.17	4.75	3.50	5.00	2.50	4.18
Professionalism	4.50	3.50	4.88	3.00	4.50	4.50	5.50	4.50	3.50	6.88	4.50	5.67	5.75	4.78
Communicative Skills	4.50	4.00	4.88	4.50	4.00	4.50	3.00	5.50	5.75	5.50	6.00	3.50	4.00	4.19

furniture stores, window and/or wall covering businesses, and paint stores, 2.50; building contractors, 3.25; interior designers, 3.33; other businesses, 3.50; lighting stores, 6.50; and architectural firms, 6.90.

Each business ranked personality as an apparent qualification. Rankings for personality, in order of perceived importance, were as follows: department stores, 1.21; mass market furniture stores, 1.50; design oriented furniture stores, interior designers, floor covering businesses, and lighting stores, 2.00; middle American furniture stores, 2.25; architectural firms, accessories businesses, and paint stores, 2.50; window and/or wall covering businesses, 3.00; other businesses, 3.17; and building contractors, 3.50.

Each business ranked product knowledge as an apparent qualification. Rankings for product knowledge, in order of perceived importance, were as follows: window and/or wall covering businesses, 2.17; other businesses, 2.50; building contractors, 2.75; architectural firms, 3.25; floor covering businesses and lighting stores, 3.50; interior designers, 3.83; mass market furniture stores, 4.25; design oriented furniture stores, 4.50; accessories businesses, 4.75; middle American furniture stores, 4.88; paint stores, 5.00; and department stores, 5.50.

Each business ranked professionalism as an apparent qualification. Rankings for professionalism, in order of perceived importance, were as follows: interior designers, 3.00; mass market furniture stores and window and/or wall covering businesses, 3.50; design oriented furniture stores, building contractors, architectural firms, floor covering businesses, and lighting stores, 4.50; middle American furniture stores, 4.88; department stores, 5.50; paint stores, 5.67; other businesses, 5.75; and accessories businesses, 6.88.

Each business ranked communicative skills as an apparent qualification. Rankings for communicative skills, in order of perceived importance, were as follows: department stores, 3.00; paint stores, 3.50; mass market furniture stores, building contractors, and other businesses, 4.00; design oriented furniture stores, interior designers, and architectural firms, 4.50; middle American furniture stores, 4.88; floor covering businesses and accessories businesses, 5.50; window and/or wall covering businesses, 5.75; and lighting stores, 6.00.

Question 9

Of the four educational curriculum areas (interior design and home furnishings merchandising, business, industry and technology, and art), how did the various businesses rank them according to importance for their interior design and home furnishings merchandising employees?

The businesses were requested to rank specific courses in the four curriculum areas according to perceived importance. A rank of 1.0 indicated "very important," a rank of 2.0 indicated "desirable," and a rank of 3.0 indicated "not significant for my business." The total sample ranked the four educational curriculum areas and the data were computed on a percentage and median rank basis.

In addition to the four specific curriculum areas, the businesses were asked to specify "other" areas of study they considered important to their businesses. Twelve businesses specified "other" important areas of study, six of which were interpreted to have been related to the four curriculum areas outlined in the questionnaire. Of the twelve suggested "other" curricula, four were apparently similar to the interior design and home furnishings merchandising courses and two were apparently similar to the business courses. The following "other" important areas of study were also indicated: lighting, technical training in drapery construction and window treatments, detailed study of paints, photography, business communications, and personal finance.

Interior design and home furnishings merchandising curriculum. The total sample ranking of courses for the interior design and home furnishings merchandising curriculum is shown in Table 91. The median rankings for the total sample regarding interior design and home furnishings merchandising courses, in order of perceived importance, were as follows: fundamentals of interior design, 1.40; textiles, 1.65; housing, 1.70; interior furnishings merchandising, 1.79; space planning, 1.80; intership, 1.93; related arts, 1.96; problems in interior design, 2.00; advanced problems in interior design, 2.06; period furniture, 2.16; professional development, 2.23; and equipment and ecology, 2.32.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the design oriented furniture stores is shown in Table 92. The median rankings by the design oriented furniture stores, in order of perceived importance, were as follows: fundamentals of interior design, 1.00; textiles and housing, 1.08; related arts, 1.20; internship, 1.38; problems in interior design, 1.63; interior furnishings merchandising and space planning, 1.67; period furniture and advanced problems in interior design, 1.88; professional development, 2.08, and equipment and ecology, 2.38.

Table 91

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Total Sample (N = 265)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Professional Development	14	49	37	2.23
Related Arts	27	50	23	1.96
Textiles	44	40	16	1.65
Fundamentals of Interior Design	55	35	10	1.40
Housing	43	34	23	1.70
Interior Furnishings Merchandising	37	45	18	1.79
Period Furniture	22	43	35	2.16
Problems in Interior Design	28	45	27	2.00
Advanced Problems in Interior Design	25	45	30	2.06
Equipment and Ecology	19	38	43	2.32
Space Planning	39	36	25	1.80
Internship	29	49	22	1.93

Table 92

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 17)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	7	67	26	2.08
Related Arts	60	40	0	1.20
Textiles	69	31	0	1.08
Fundamentals of Interior Design	82	18	0	1.00
Housing	44	44	12	1.08
Interior Furnishings Merchandising	56	31	13	1.67
Period Furniture	29	53	18	1.88
Problems in Interior Design	30	53	17	1.63
Advanced Problems in Interior Design	27	60	13	1.88
Equipment and Ecology	0	31	69	2.38
Space Planning	60	27	13	1.67
Internship	38	56	6	1.38

The ranking of courses for the interior design and home furnishings merchandising curriculum by the mass market furniture stores is shown in Table 93. The median rankings by the mass market furniture stores, in order of perceived importance, were as follows: fundamentals of interior design, 1.13; textiles, 1.50; period furniture and space planning, 1.83; professional development, interior furnishings merchandising, problems in interior design, and internship, 2.00; related arts and housing, 2.17; advanced problems in interior design, 2.67; and equipment and ecology, 2.79.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the middle American furniture stores is shown in Table 94. The median rankings by the middle American furniture stores, in order of perceived importance, were as follows: fundamentals of interior design, 1.23; interior furnishings merchandising, 1.36; textiles, 1.40; problems in interior design, 1.67; internship, 1.69; period furniture, 1.75; related arts and space planning, 2.00; advanced problems in interior design, 2.04; housing, 2.10; professional development, 2.36; and equipment and ecology, 2.56.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the interior designers is shown in Table 95. The median rankings by the interior designers, in order of perceived importance, were as follows: textiles and fundamentals of interior design, 1.20; housing, 1.38; problems in interior design and space planning, 1.46; advanced problems in interior design, 1.69; internship, 1.73; related arts, 1.79; equipment and ecology, 1.91; interior furnishings merchandising, 1.93; period furniture, 1.96; and professional development, 2.18.

Table 93

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 20)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	20	45	35	2.00
Related Arts	10	60	30	2.17
Textiles	45	40	15	1.50
Fundamentals of Interior Design	60	35	5	1.13
Housing	25	35	40	2.17
Interior Furnishings Merchandising	35	45	20	2.00
Period Furniture	35	40	25	1.83
Problems in Interior Design	30	20	50	2.00
Advanced Problems in Interior Design	15	35	50	2.67
Equipment and Ecology	15	25	60	2.79
Space Planning	35	35	30	1.83
Internship	35	40	25	2.00

Table 94

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 43)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	19	43	38	2.36
Related	24	53	23	2.00
Textiles	50	38	12	1.40
Fundamentals of Interior Design	56	35	9	1.23
Housing	22	45	33	2.10
Interior Furnishings Merchandising	55	45	0	1.36
Period Furniture	30	49	21	1.75
Problems in Interior Design	40	44	16	1.67
Advanced Problems in Interior Design	12	57	31	2.04
Equipment and Ecology	12	42	46	2.56
Space Planning	28	48	24	2.00
Internship	42	44	14	1.69

Table 95

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Interior Designers (N = 34)

Courses	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Professional Development	3	58	39	2.18
Related Arts	41	56	3	1.79
Textiles	64	33	3	1.20
Fundamentals of Interior Design	73	27	0	1.20
Housing	55	39	6	1.38
Interior Furnishings Merchandising	33	61	6	1.93
Period Furniture	35	47	18	1.96
Problems in Interior Design	44	44	12	1.46
Advanced Problems in Interior Design	43	39	18	1.69
Equipment and Ecology	24	55	21	1.91
Space Planning	60	31	9	1.46
Internship	39	55	6	1.73

The ranking of courses for the interior design and home furnishings merchandising curriculum by the building contractors is shown in Table 96. The median rankings by the building contractors, in order of perceived importance, were as follows: housing, 1.18; fundamentals of interior design and space planning, 1.44; equipment and ecology, 1.58; problems in interior design, 1.89; advanced problems in interior design, 1.95; internship, 2.00; professional development and related arts, 2.11; interior furnishings merchandising, 2.14; textiles, 2.20; and period furniture, 2.29.

The ranking of courses for the interior design and home furnishings curriculum by the architectural firms is shown in Table 97. The median rankings by the architectural firms, in order of perceived importance, were as follows: fundamentals of interior design and housing, 1.06; advanced problems in interior design and space planning, 1.29; related arts, 1.50; internship, 1.75; professional development, 1.83; equipment and ecology, 1.90; textiles, 2.00; problems in interior design, 2.17; interior furnishings merchandising, 2.67; and period furniture, 2.88.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the department stores is shown in Table 98. The median rankings by the department stores, in order of perceived importance, were as follows: textiles, 1.67; internship, 1.80; interior furnishings merchandising, 1.83; space planning, 2.13; fundamentals of interior design, 2.17; professional development and period furniture, 2.38; related arts and advanced problems in interior design, 2.50; problems in interior design, 2.60; equipment and ecology, 2.67; and housing, 2.75.

Table 96

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Building Contractors (N = 28)

Courses	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	15	56	29	2.11
Related Arts	11	56	33	2.11
Textiles	22	26	52	2.20
Fundamentals of Interior Design	44	30	26	1.44
Housing	63	22	15	1.18
Interior Furnishings Merchandising	22	41	37	2.14
Period Furniture	7	37	56	2.29
Problems in Interior Design	19	55	26	1.89
Advanced Problems in Interior Design	15	55	30	1.95
Equipment and Ecology	42	31	27	1.58
Space Planning	48	26	26	1.44
Internship	11	67	22	2.00

Table 97

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Architectural (N = 25)

Courses	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	27	46	27	1.83
Related Arts	74	22	4	1.50
Textiles	22	61	17	2.00
Fundamentals of Interior Design	65	35	0	1.06
Housing	70	30	0	1.06
Interior Furnishings Merchandising	9	35	56	2.67
Period Furniture	9	17	74	2.88
Problems in Interior Design	5	57	38	2.17
Advanced Problems in Interior Design	59	33	8	1.29
Equipment and Ecology	22	56	22	1.90
Space Planning	67	29	4	1.29
Internship	30	48	22	1.75

Table 98

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Department Stores (N = 18)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	12	47	41	2.38
Related Arts	6	44	50	2.50
Textiles	39	56	5	1.67
Fundamentals of Interior Design	17	56	27	2.17
Housing	18	12	70	2.75
Interior Furnishings Merchandising	38	31	31	1.83
Period Furniture	12	29	59	2.38
Problems in Interior Design	0	35	65	2.60
Advanced Problems in Interior Design	22	22	56	2.50
Equipment and Ecology	6	33	61	2.67
Space Planning	0	56	44	2.13
Internship	18	47	35	1.80

The ranking of courses for the interior design and home furnishings merchandising curriculum by the floor covering businesses is shown in Table 99. The median rankings by the floor covering businesses, in order of perceived importance, were as follows: textiles, 1.29; fundamentals of interior design, 1.42; interior furnishings merchandising, 1.50; housing and internship, 1.80; problems in interior design, 2.14; space planning, 2.17; related arts, 2.21; professional development, 2.25; advanced problems in interior design, 2.50; period furniture, 2.58; and equipment and ecology, 2.71.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the window and/or wall covering businesses is shown in Table 100. The median rankings by the window and/or wall covering businesses, in order of perceived importance, were as follows: textiles and housing, 1.10; fundamentals of interior design, 1.25; space planning, 1.33; problems in interior design and internship, 1.50; interior furnishings merchandising, 1.75; advanced problems in interior design, 1.90; related arts, 2.00; period furniture, 2.10; equipment and ecology, 2.17; and professional development, 2.50.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the accessories businesses is shown in Table 101. The median rankings by the accessories businesses, in order of perceived importance, were as follows: textiles, 1.25; interior furnishings merchandising, 1.33; fundamentals of interior design and internship, 1.50; space planning, 1.67; professional development, 1.83; problems in interior design, 1.90; related arts, housing, period furniture, and advanced problems in interior design, 2.00; and equipment and ecology, 2.50.

Table 99

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Floor Covering (N = 22)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Professional Development	14	54	32	2.25
Related Arts	0	67	33	2.21
Textiles	55	36	9	1.29
Fundamentals of Interior Design	55	41	4	1.42
Housing	41	45	14	1.80
Interior Furnishings Merchandising	35	60	5	1.50
Period Furniture	9	41	50	2.58
Problems in Interior Design	18	64	18	2.14
Advanced Problems in Interior Design	5	62	33	2.50
Equipment and Ecology	4	41	55	2.71
Space Planning	15	60	25	2.17
Internship	27	50	23	1.80

Table 100

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	10	50	40	2.50
Related Arts	10	80	10	2.00
Textiles	70	20	10	1.10
Fundamentals of Interior Design	60	40	0	1.25
Housing	60	20	20	1.10
Interior Furnishings Merchandising	30	60	10	1.75
Period Furniture	10	70	20	2.10
Problems in Interior Design	40	50	10	1.50
Advanced Problems in Interior Design	10	80	10	1.90
Equipment and Ecology	20	50	30	2.17
Space Planning	38	62	0	1.33
Internship	50	50	0	1.50

Table 101

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Accessories (N = 7)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	29	42	29	1.83
Related Arts	0	100	0	2.00
Textiles	71	29	0	1.25
Fundamentals of Interior Design	43	57	0	1.50
Housing	29	57	14	2.00
Interior Furnishings Merchandising	50	50	0	1.33
Period Furniture	14	57	29	2.00
Problems in Interior Design	14	86	0	1.90
Advanced Problems in Interior Design	17	66	17	2.00
Equipment and Ecology	14	43	43	2.50
Space Planning	33	67	0	1.67
Internship	43	43	14	1.50

The ranking of courses for the interior design and home furnishings merchandising curriculum by the lighting stores is shown in Table 102. The median rankings by the lighting stores, in order of perceived importance, were as follows: housing, 1.00; interior furnishings merchandising, problems in interior design, advanced problems in interior design, and space planning, 1.50; fundamentals of interior design, and internship, 2.00; professional development, period furniture, and equipment and ecology, 2.50; and related arts and textiles, 3.00.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the paint stores is shown in Table 103. The median rankings by the paint stores, in order of perceived importance, were as follows: housing, 1.17; textiles and fundamentals of interior design, 1.50; interior furnishings merchandising, 1.93; problems in interior design, 2.00; related arts and space planning, 2.10; advanced problems in interior design, 2.25; professional development, 2.30; period furniture and equipment and ecology, 2.50; and internship, 2.70.

The ranking of courses for the interior design and home furnishings merchandising curriculum by the other businesses is shown in Table 104. The median rankings by the other businesses, in order of perceived importance, were as follows: textiles, fundamentals of interior design, housing, and interior furnishings merchandising, 1.50; period furniture, 1.75; advanced problems in interior design and internship, 1.83; problems in interior design, 2.00; professional development, 2.17; related arts, 2.25; space planning, 2.50; and equipment and ecology, 2.75.

Table 102

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Lighting (N = 9)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Professional Development	11	56	33	2.50
Related Arts	0	0	100	3.00
Textiles	0	0	100	3.00
Fundamentals of Interior Design	22	78	0	2.00
Housing	100	0	0	1.00
Interior Furnishings Merchandising	33	56	11	1.50
Period Furniture	11	45	44	2.50
Problems in Interior Design	11	89	0	1.50
Advanced Problems in Interior Design	25	38	37	1.50
Equipment and Ecology	33	34	33	2.50
Space Planning	25	63	12	1.50
Internship	11	78	11	2.00

Table 103

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Paint Stores (N = 17)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Professional Development	6	53	41	2.30
Related Arts	18	64	18	2.10
Textiles	41	41	18	1.50
Fundamentals of Interior Design	41	41	18	1.50
Housing	82	12	6	1.17
Interior Furnishings Merchandising	23	71	6	1.93
Period Furniture	6	47	47	2.50
Problems in Interior Design	35	47	18	2.00
Advanced Problems in Interior Design	12	53	35	2.25
Equipment and Ecology	18	29	53	2.50
Space Planning	6	53	41	2.10
Internship	6	47	47	2.70

Table 104

Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance: Other (N = 15)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Professional Development	15	39	46	2.17
Related Arts	7	57	36	2.25
Textiles	36	43	21	1.50
Fundamentals of Interior Design	36	57	7	1.50
Housing	30	35	35	1.50
Interior Furnishings Merchandising	36	50	14	1.50
Period Furniture	21	50	29	1.75
Problems in Interior Design	21	43	36	2.00
Advanced Problems in Interior Design	29	36	35	1.83
Equipment and Ecology	21	21	58	2.75
Space Planning	29	29	42	2.50
Internship	14	64	22	1.83

An overview of the ranking of courses for the interior design and home furnishings merchandising curriculum is shown in Table 105. The overview indicates the comparative ranking of each course by the various businesses. The median ranking of each course, in the order of perceived importance to the various businesses, is discussed below.

Each business ranked professional development according to perceived importance. The median rankings for professional development, in order of perceived importance, were as follows: architectural firms and accessories businesses, 1.83; mass market furniture stores, 2.00; design oriented furniture stores, 2.08; building contractors, 2.11; other businesses, 2.17; interior designers, 2.18; floor covering businesses, 2.25; paint stores, 2.30; middle American furniture stores, 2.36; department stores, 2.38; and window and/or wall covering businesses and lighting stores, 2.50.

Each business ranked related arts according to perceived importance. The median rankings for related arts, in order of perceived importance, were as follows: design oriented furniture stores, 1.20; architectural firms, 1.50; interior designers, 1.79; middle American furniture stores, window and/or wall covering businesses, and accessories businesses, 2.00; paint stores, 2.10; building contractors, 2.11; mass market furniture stores, 2.17; floor covering businesses, 2.21; other businesses, 2.25; department stores, 2.50; and lighting stores, 3.00.

Each business ranked textiles according to perceived importance. The median rankings for textiles, in order of perceived importance, were as follows: design oriented furniture stores, 1.08; window and/or wall covering businesses, 1.10; interior designers, 1.20; accessories businesses, 1.25; floor covering businesses, 1.29; middle American

Table 105

Overview of the Ranking of Courses for Interior Design and Home Furnishings Merchandising Curriculum According to Perceived Importance by Median Rank

Courses	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Building Contractor	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Accessories	Lighting	Paint Store	Other	Total Sample
Professional Development	2.08	2.00	2.36	2.18	2.11	1.83	2.38	2.25	2.50	1.83	2.50	2.30	2.17	2.23
Related Arts	1.20	2.17	2.00	1.79	2.11	1.50	2.50	2.21	2.00	2.00	3.00	2.10	2.25	1.96
Textiles	1.08	1.50	1.40	1.20	2.20	2.00	1.67	1.29	1.10	1.25	3.00	1.50	1.50	1.65
Fundamentals of Interior Design	1.00	1.13	1.23	1.20	1.44	1.06	2.17	1.42	1.25	1.50	2.00	1.50	1.50	1.40
Housing	1.08	2.17	2.10	1.38	1.18	1.06	2.75	1.80	1.10	2.00	1.00	1.17	1.50	1.70
Interior Furnishings Merchandising	1.67	2.00	1.36	1.93	2.14	2.67	1.83	1.50	1.75	1.33	1.50	1.93	1.50	1.79
Period Furniture	1.88	1.83	1.75	1.96	2.29	2.88	2.38	2.58	2.10	2.00	2.50	2.50	1.75	2.16
Problems in Interior Design	1.63	2.00	1.67	1.46	1.89	2.17	2.60	2.14	1.50	1.90	1.50	2.00	2.00	2.00
Advanced Problems in Interior Design	1.88	2.67	2.04	1.69	1.95	1.29	2.50	2.50	1.90	2.00	1.50	2.25	1.83	2.06
Equipment and Ecology	2.38	2.79	2.56	1.91	1.58	1.90	2.67	2.71	2.17	2.50	2.50	2.50	2.75	2.32
Space Planning	1.67	1.83	2.00	1.46	1.44	1.29	2.13	2.17	1.33	1.67	1.50	2.10	2.50	1.80
Internship	1.38	2.00	1.69	1.73	2.00	1.75	1.80	1.80	1.50	1.50	2.00	2.70	1.83	1.93

furniture stores, 1.40; mass market furniture stores, paint stores and other businesses, 1.50; department stores, 1.67; architectural firms, 2.00; building contractors, 2.20; and lighting stores, 3.00.

Each business ranked fundamentals of interior design, in order of importance, were as follows: design oriented furniture stores, 1.00; architectural firms, 1.06; mass market furniture stores, 1.13; interior designers, 1.20; middle American furniture stores, 1.23; window and/or wall covering businesses, 1.25; floor covering businesses, 1.42; building contractors, 1.44; accessories businesses, paint stores, and other businesses, 1.50; lighting stores, 2.00; and department stores, 2.17.

Each business ranked housing according to perceived importance. The median rankings for housing, in order of perceived importance, were as follows: lighting stores, 1.00; architectural firms, 1.06; design oriented furniture stores, 1.08; window and/or wall covering businesses, 1.10; paint stores, 1.17; building contractors, 1.18; interior designers, 1.38; other businesses, 1.50; floor covering businesses, 1.80; accessories businesses, 2.00; middle American furniture stores, 2.10; mass market furniture stores, 2.17; and department stores, 2.75.

Each business ranked interior furnishings merchandising according to perceived importance. The median rankings for interior furnishings merchandising, in order of importance, were as follows: accessories businesses, 1.33; middle American furniture stores, 1.36; floor covering businesses, lighting businesses and other businesses, 1.50; design oriented furniture stores, 1.67; window and/or wall covering businesses, 1.75; department stores, 1.83; interior designers and paint stores, 1.93; mass market furniture stores, 2.00; building contractors, 2.14; and architectural firms, 2.67.

Each business ranked period furniture according to perceived importance. The median rankings for period furniture, in order of perceived importance, were as follows: middle American furniture stores and other businesses, 1.75; mass market furniture stores, 1.83; design oriented furniture stores, 1.88; interior designers, 1.96; accessories businesses, 2.00; window and/or wall covering businesses, 2.10; building contractors, 2.29; department stores, 2.38; lighting stores and paint stores, 2.50; floor covering businesses, 2.58; and architectural firms, 2.88.

Each business ranked problems in interior design according to perceived importance. The median rankings for problems in interior design, in order of perceived importance, were as follows: interior designers, 1.46; window and/or wall covering businesses and lighting stores, 1.50; design oriented furniture stores, 1.63; middle American furniture stores, 1.67; building contractors, 1.89; accessories businesses, 1.90; mass market furniture stores, paint stores, and other businesses, 2.00; floor covering businesses, 2.14; architectural firms, 2.17; and department stores, 2.60.

Each business ranked advanced problems in interior design according to perceived importance. The median rankings for advanced problems in interior design, in order of perceived importance, were as follows: architectural firms, 1.29; lighting stores, 1.50; interior designers, 1.69; other businesses, 1.83; design oriented furniture stores, 1.88; window and/or wall covering businesses, 1.90; building contractors, 1.95; accessories businesses, 2.00; middle American furniture stores, 2.04; paint stores, 2.25; department stores and floor covering businesses, 2.50; and mass market furniture stores, 2.67.

Each business ranked equipment and ecology according to perceived importance. The median rankings for equipment and ecology, in order of perceived importance, were as follows: building contractors, 1.58; architectural firms, 1.90; interior designers, 1.91; window and/or wall covering businesses, 2.17; design oriented furniture stores, 2.38; accessories businesses, lighting stores, and paint stores, 2.50; middle American furniture stores, 2.56; department stores, 2.67; floor covering businesses, 2.71; other businesses, 2.75; and mass market furniture stores, 2.79.

Each business ranked space planning according to perceived importance. The median rankings for space planning, in order of perceived importance, were as follows: architectural firms, 1.29; window and/or wall covering businesses, 1.33; building contractors, 1.44; interior designers, 1.46; lighting stores, 1.50; design oriented furniture stores and accessories businesses, 1.67; mass market furniture stores, 1.83; middle American furniture stores, 2.00; paint stores, 2.10; department stores, 2.13; floor covering businesses, 2.17; and other businesses, 2.50.

Each business ranked internship according to perceived importance. The median rankings for internship, in order of perceived importance, were as follows: design oriented furniture stores, 1.38; window and/or wall covering businesses and accessories businesses, 1.50; middle American furniture stores, 1.69; interior designers, 1.73; architectural firms, 1.75; department stores and floor covering businesses, 1.80; other businesses, 1.83; mass market furniture stores, building contractors, and lighting stores, 2.00; and paint stores, 2.70.

Business curriculum. The total sample ranking of courses for the business curriculum is shown in Table 106. The median rankings for the total sample regarding business courses, in order of perceived importance, were as follows: salesmanship, 1.18; retailing, 1.42; business mathematics, 1.58; principles of management, 1.73; consumer behavior and small business management, 1.80; advertising, 1.89; marketing, 2.06; principles of marketing, 2.08; and business law, 2.21.

The ranking of courses for the business curriculum by the design oriented furniture stores is shown in Table 107. The median rankings by the design oriented furniture stores, in order of perceived importance, were as follows: salesmanship, 1.63; consumer behavior, retailing, business mathematics, and advertising, 2.00; small business management, 2.13; marketing, 2.25; principles of marketing and principles of management, 2.33; and business law, 2.63.

The ranking of courses for the business curriculum by the mass market furniture stores is shown in Table 108. The median rankings by the mass market furniture stores, in order of perceived importance, were as follows: salesmanship, 1.06; retailing, 1.21; advertising, 1.33; principles of management and business mathematics, 1.50; consumer behavior, 2.00; business law, 2.10; marketing and small business management, 2.17; and principles of marketing, 2.30.

The ranking of courses for the business curriculum by the middle American furniture stores is shown in Table 109. The median rankings by the middle American furniture stores, in order of perceived importance, were as follows: salesmanship, 1.09; retailing, 1.29; consumer behavior, 1.36; business mathematics, 1.64; advertising, 1.67; principles of management, 1.81; marketing and small business management, 1.82; principles of marketing, 1.89; and business law, 1.92.

Table 106

Ranking of Courses for Business Curriculum According to Perceived Importance: Total Sample (N = 265)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Consumer Behavior	36	45	19	1.80
Marketing	24	46	30	2.06
Principles of Marketing	24	44	32	2.08
Salesmanship	73	16	11	1.18
Retailing	54	26	20	1.42
Principles of Management	41	38	21	1.73
Small Business Management	37	45	18	1.80
Business Mathematics	47	38	15	1.58
Business Law	17	47	36	2.21
Advertising	37	34	29	1.89

Table 107

Ranking of Courses for Business Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 17)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Consumer Behavior	27	60	13	2.00
Marketing	20	47	33	2.25
Principles of Marketing	19	50	31	2.33
Salesmanship	67	27	6	1.63
Retailing	25	44	31	2.00
Principles of Management	11	47	41	2.33
Small Business Management	6	59	35	2.13
Business Mathematics	25	63	12	2.00
Business Law	6	31	63	2.63
Advertising	20	32	48	2.00

Table 108

Ranking of Courses for Business Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 20)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Consumer Behavior	25	55	20	2.00
Marketing	30	50	20	2.17
Principles of Marketing	26	47	27	2.30
Salesmanship	95	5	0	1.06
Retailing	75	10	15	1.21
Principles of Management	50	30	20	1.50
Small Business Management	40	30	30	2.17
Business Mathematics	70	25	5	1.50
Business Law	35	45	20	2.10
Advertising	70	15	15	1.33

Table 109

Ranking of Courses for Business Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 43)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Consumer Behavior	51	42	7	1.36
Marketing	30	51	19	1.82
Principles of Marketing	30	53	17	1.89
Salesmanship	91	9	0	1.09
Retailing	67	28	5	1.29
Principles of Management	45	43	12	1.81
Small Business Management	49	42	9	1.82
Business Mathematics	53	42	5	1.64
Business Law	16	54	30	1.92
Advertising	53	30	17	1.67

The ranking of courses for the business curriculum by the interior designers is shown in Table 110. The median rankings by the interior designers, in order of perceived importance, were as follows: salesmanship, 1.27; business mathematics, 1.56; small business management, 1.63; principles of management, 1.72; consumer behavior, 1.83; retailing, 1.85; advertising, 2.05; principles of marketing, 2.13; business law, 2.31; and marketing, 2.45.

The ranking of courses for the business curriculum by the building contractors is shcwn in Table 111. The median rankings by the building contractors, in order of perceived importance, were as follows: salesmanship, 1.08; retailing and principles of management, 1.18; business law, 1.33; small business management, 1.44; advertising, 1.56; business mathematics, 1.57; marketing, 1.58; principles of marketing, 1.60; and consumer behavior, 1.69.

The ranking of courses for the business curriculum by the architectural firms is shown in Table 112. The median rankings by the architectural firms, in order of perceived importance, were as follows: small business management, 2.00; consumer behavior, 2.10; salesmanship, principles of management, and business law, 2.50; marketing, 2.67; principles of marketing, 2.79; and retailing, business mathematics, and advertising, 2.88.

The ranking of courses for the business curriculum by the department stores is shown in Table 113. The median rankings by the department stores, in order of perceived importance, were as follows: salesmanship, 1.06; retailing and business mathematics, 1.14; principles of management and advertising, 1.50; consumer behavior, 1.67; marketing, 1.90; principles of marketing and small business management, 2.00; and business law, 2.25.

Table 110

Ranking of Courses for Business Curriculum According to Perceived Importance: Interior Designers (N [illegible] 34)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Consumer Behavior	38	44	18	1.83
Marketing	6	55	39	2.45
Principles of Marketing	12	59	29	2.13
Salesmanship	63	28	9	1.27
Retailing	42	43	15	1.85
Principles of Management	42	46	12	1.72
Small Business Management	47	50	3	1.63
Business Mathematics	42	49	9	1.56
Business Law	21	43	36	2.31
Advertising	27	44	29	2.05

Table 111

Ranking of Courses for Business Curriculum According to Perceived Importance: Building Contractors (N = 28)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Consumer Behavior	37	52	11	1.69
Marketing	37	48	15	1.58
Principles of Marketing	35	42	23	1.60
Salesmanship	70	19	11	1.08
Retailing	65	20	15	1.18
Principles of Management	63	22	15	1.18
Small Business Management	41	52	7	1.44
Business Mathematics	41	48	11	1.57
Business Law	37	30	33	1.33
Advertising	33	52	15	1.56

Table 112

Ranking of Courses for Business Curriculum According to Perceived Importance: Architectural (N = 25)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Consumer Behavior	9	35	56	2.10
Marketing	4	26	70	2.67
Principles of Marketing	4	26	70	2.79
Salesmanship	17	22	61	2.50
Retailing	13	4	83	2.88
Principles of Management	9	43	48	2.50
Small Business Management	18	39	43	2.00
Business Mathematics	13	17	70	2.88
Business Law	9	43	48	2.50
Advertising	4	18	78	2.88

Table 113

Ranking of Courses for Business Curriculum According to Perceived Importance: Department Stores (N = 18)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Consumer Behavior	33	67	0	1.67
Marketing	27	56	17	1.90
Principles of Marketing	28	44	28	2.00
Salesmanship	94	6	0	1.06
Retailing	76	24	0	1.14
Principles of Management	56	44	0	1.50
Small Business Management	31	44	25	2.00
Business Mathematics	76	24	0	1.14
Business Law	13	56	31	2.25
Advertising	44	44	12	1.50

The ranking of courses for the business curriculum by the floor covering businesses is shown in Table 114. The median rankings by the floor covering businesses, in order of perceived importance, were as follows: salesmanship, 1.06; consumer behavior, 1.58; business mathematics, 1.60; retailing, 1.75; small business management, 1.83; advertising, 1.90; principles of marketing, 1.92; marketing and principles of management, 2.00; and business law, 2.17.

The ranking of courses for the business curriculum by the window and/or wall covering businesses is shown in Table 115. The median rankings by the window and/or wall covering businesses, in order of perceived importance, were as follows: salesmanship, 1.00; principles of marketing, retailing, small business management, and business mathematics, 1.25; principles of management, 1.50; consumer behavior and advertising, 1.75; marketing, 1.83; and business law, 2.00.

The ranking of courses for the business curriculum by the accessories businesses is shown in Table 116. The median rankings by the accessories businesses, in order of perceived importance, were as follows: salesmanship, 1.00; consumer behavior, 1.75; marketing and business mathematics, 1.83; principles of marketing, retailing, principles of management, and small business management, 2.00; business law, 2.10; and advertising, 2.17.

The ranking of courses for the business curriculum by the lighting stores is shown in Table 117. The median rankings by the lighting stores, in order of perceived importance, were as follows: consumer behavior, salesmanship, retailing, principles of management, and business mathematics, 1.00; marketing, principles of marketing, small business management and advertising, 1.50; and business law, 2.00.

Table 114

Ranking of Courses for Business Curriculum According to Perceived Importance: Floor Covering (N = 22)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Consumer Behavior	41	50	9	1.58
Marketing	18	59	23	2.00
Principles of Marketing	27	46	27	1.92
Salesmanship	95	5	0	1.06
Retailing	55	36	9	1.75
Principles of Management	24	57	19	2.00
Small Business Management	33	53	14	1.83
Business Mathematics	52	43	5	1.60
Business Law	14	43	43	2.17
Advertising	38	52	10	1.90

Table 115

Ranking of Courses for Business Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10)

	Rank			
Course	Very Important	Desirable	Not Significant	Median Rank
	%	%	%	
Consumer Behavior	40	50	10	1.75
Marketing	45	33	22	1.83
Principles of Marketing	56	22	22	1.25
Salesmanship	100	0	0	1.00
Retailing	70	30	0	1.25
Principles of Management	44	56	0	1.50
Small Business Management	60	20	20	1.25
Business Mathematics	60	40	0	1.25
Business Law	10	70	20	2.00
Advertising	40	50	10	1.75

Table 116

Ranking of Courses for Business Curriculum According to Perceived Importance: Accessories (N = 7)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Consumer Behavior	29	71	0	1.75
Marketing	29	57	14	1.83
Principles of Marketing	29	43	28	2.00
Salesmanship	100	0	0	1.00
Retailing	43	29	28	2.00
Principles of Management	14	72	14	2.00
Small Business Management	14	72	14	2.00
Business Mathematics	29	57	14	1.83
Business Law	14	71	15	2.10
Advertising	14	57	29	2.17

Table 117

Ranking of Courses for Business Curriculum According to Perceived Importance: Lighting (N = 9)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Consumer Behavior	100	0	0	1.00
Marketing	45	54	0	1.50
Principles of Marketing	33	67	0	1.50
Salesmanship	100	0	0	1.00
Retailing	100	0	0	1.00
Principles of Management	100	0	0	1.00
Small Business Management	56	33	11	1.50
Business Mathematics	100	0	0	1.00
Business Law	22	78	0	2.00
Advertising	45	33	22	1.50

The ranking of courses for the business curriculum by the paint stores is shown in Table 118. The median rankings by the paint stores, in order of perceived importance, were as follows: retailing, 1.17; salesmanship, 1.30; consumer behavior and business mathematics, 1.90; marketing, principles of management, and small business management, 2.00; business law, 2.10; advertising, 2.17; and principles of marketing, 2.25.

The ranking of courses for the business curriculum by the other businesses is shown in Table 119. The median rankings by the other businesses, in order of perceived importance, were as follows: marketing and salesmanship, 1.38; business mathematics, 1.67; principles of marketing and retailing, 1.75; consumer behavior, 1.88; principles of management and small business management, 2.00; advertising, 2.25; and business law, 2.33.

An overview of the ranking of the courses for the business curriculum is shown in Table 120. The overview indicates the comparative ranking of each course by the various businesses. The median ranking for each course, in the order of perceived importance, is discussed below.

Each business ranked consumer behavior according to perceived importance. The median rankings for consumer behavior, in order of perceived importance, were as follows: lighting stores, 1.00; middle American furniture stores, 1.36; floor covering businesses, 1.58; department stores, 1.67; building contractors, 1.69; window and/or wall covering businesses, and accessories businesses, 1.75; interior designers, 1.83; other businesses, 1.88; paint stores, 1.90; design oriented furniture stores and mass market furniture stores, 2.00; and architectural firms, 2.10.

Table 118

Ranking of Courses for Business Curriculum According to Perceived Importance: Paint Stores (N = 17)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Consumer Behavior	35	53	12	1.90
Marketing	24	52	24	2.00
Principles of Marketing	24	47	29	2.25
Salesmanship	82	12	6	1.30
Retailing	71	29	0	1.17
Principles of Management	41	47	12	2.00
Small Business Management	24	53	23	2.00
Business Mathematics	41	53	6	1.90
Business Law	6	59	35	2.10
Advertising	29	47	24	2.17

Table 119

Ranking of Courses for Business Curriculum According to Perceived Importance: Other (N = 15)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Consumer Behavior	27	40	33	1.88
Marketing	47	7	46	1.38
Principles of Marketing	40	20	40	1.75
Salesmanship	40	47	13	1.38
Retailing	47	20	33	1.75
Principles of Management	47	13	40	2.00
Small Business Management	47	33	20	2.00
Business Mathematics	40	33	27	1.67
Business Law	20	47	33	2.33
Advertising	27	33	40	2.25

Table 120

Overview of the Ranking of Courses for Business Curriculum According to Perceived Importance by Median Rank

Courses	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Building Contractor	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Accessories	Lighting	Paint Store	Other	Total Sample
Consumer Behavior	2.00	2.00	1.36	1.83	1.69	2.10	1.67	1.58	1.75	1.75	1.00	1.90	1.88	1.80
Marketing	2.25	2.17	1.82	2.45	1.58	2.67	1.90	2.00	1.83	1.83	1.50	2.00	1.38	2.06
Principles of Marketing	2.33	2.30	1.89	2.13	1.60	2.79	2.00	1.92	1.25	2.00	1.50	2.25	1.75	2.08
Salesmanship	1.63	1.06	1.09	1.27	1.08	2.50	1.06	1.06	1.00	1.00	1.00	1.30	1.38	1.19
Retailing	2.00	1.21	1.29	1.85	1.18	2.88	1.14	1.75	1.25	2.00	1.00	1.17	1.75	1.42
Principles of Management	2.33	1.50	1.81	1.72	1.18	2.50	1.50	2.00	1.50	2.00	1.00	2.00	2.00	1.73
Small Business Management	2.13	2.17	1.82	1.63	1.44	2.00	2.00	1.83	1.25	2.00	1.50	2.00	2.00	1.80
Business Mathematics	2.00	1.50	1.64	1.56	1.57	2.88	1.14	1.60	1.25	1.83	1.00	1.90	1.67	1.58
Business Law	2.63	2.10	1.92	2.31	1.33	2.50	2.25	2.17	2.00	2.10	2.00	2.10	2.33	2.21
Advertising	2.00	1.33	1.67	2.05	1.56	2.88	1.50	1.90	1.75	2.17	1.50	2.17	2.25	1.89

Each business ranked marketing according to perceived importance. The median rankings for marketing, in order of perceived importance, were as follows: other businesses, 1.38; lighting stores, 1.50; building contractors, 1.58; middle American furniture stores, 1.82; window and/or wall covering businesses and accessories businesses, 1.83; department stores, 1.90; floor covering businesses and paint stores, 2.00; mass market furniture stores, 2.17; design oriented furniture stores, 2.25; interior designers, 2.45; and architectural firms, 2.67.

Each business ranked principles of marketing according to perceived importance. The median rankings for principles of marketing, in order of perceived importance, were as follows: window and/or wall covering businesses, 1.25; lighting stores, 1.50; building contractors, 1.60; other businesses, 1.75; middle American furniture stores, 1.89; floor covering businesses, 1.92; department stores and accessories businesses, 2.00; interior designers, 2.13; paint stores, 2.25; mass market furniture stores, 2.30; design oriented stores, 2.33; and architectural firms, 2.79.

Each business ranked salesmanship according to perceived importance. The median rankings for salesmanship, in order of perceived importance, were as follows: window and/or wall covering businesses, accessories businesses, and lighting businesses, 1.00; mass market furniture stores, department stores, and floor covering businesses, 1.06; building contractors, 1.08; middle American furniture stores, 1.09; interior designers, 1.27; paint stores, 1.30; other businesses, 1.38; design oriented furniture stores, 1.63; and architectural firms, 2.50.

Each business ranked retailing according to perceived importance. The median rankings for retailing, in order of perceived importance, were as follows: lighting stores, 1.00; department stores, 1.14; paint stores, 1.17; building contractors, 1.18; mass market furniture stores, 1.21; window and/or wall covering businesses, 1.25; middle American furniture stores, 1.29; floor covering businesses and other businesses, 1.75; interior designers, 1.85; design oriented furniture stores and accessories businesses, 2.00; and architectural firms, 2.88.

Each business ranked principles of management according to perceived importance. The median rankings for principles of management, in order of perceived importance, were as follows: lighting stores, 1.00; building contractors, 1.18; mass market furniture stores, department stores and window and/or wall covering businesses, 1.50; interior designers, 1.72; middle American furniture stores, 1.81; floor covering businesses, accessories businesses, paint stores, and other businesses, 2.00; design oriented furniture stores, 2.33; and architectural firms, 2.50.

Each business ranked small business management according to perceived importance. The median rankings for small business management, in order of perceived importance, were as follows: window and/or wall covering businesses, 1.25; building contractors, 1.44; lighting stores, 1.50; interior designers, 1.63; middle American furniture stores, 1.82; floor covering businesses, 1.83; architectural firms, department stores, accessories businesses, paint stores, and other businesses, 2.00; design oriented furniture stores, 2.13; and mass market furniture stores, 2.17.

Each business ranked business mathematics according to perceived importance. The median rankings for business mathematics, in order of perceived importance, were as follows: lighting stores, 1.00; department stores, 1.14; window and/or wall covering businesses, 1.25; mass market furniture stores, 1.50; interior designers, 1.56; building contractors, 1.57; floor covering businesses, 1.60; middle American furniture stores, 1.64; other businesses, 1.67; accessories businesses, 1.83; paint stores, 1.90; design oriented furniture stores, 2.00; and architectural firms, 2.88.

Each business ranked business law according to perceived importance. The median rankings for business law, in order of perceived importance, were as follows: building contractors, 1.33; middle American furniture stores, 1.92; window and/or wall covering businesses and lighting stores, 2.00; mass market furniture stores, accessories stores, and paint stores, 2.10; floor covering businesses, 2.17; department stores, 2.25; interior designers, 2.31; other businesses, 2.33; architectural firms, 2.50; and design oriented furniture stores, 2.63.

Each business ranked advertising according to perceived importance. The median rankings for advertising, in order of perceived importance, were as follows: mass market furniture stores, 1.33; department stores and lighting stores, 1.50; building contractors, 1.56; middle American furniture stores, 1.67; window and/or wall covering businesses, 1.75; floor covering businesses, 1.90; design oriented furniture stores, 2.00; interior designers, 2.05; accessories businesses and paint stores, 2.17; other businesses, 2.25; and architectural firms, 2.88.

Industry and technology curriculum. The total sample ranking of courses for the industry and technology curriculum is shown in Table 121. The median rankings for the total sample regarding industry and technology courses, in order of perceived importance, were as follows: blueprint reading, 1.96; wood technology, 2.24; domestic architectural drawing, 2.27; drafting, 2.31; furniture upholstery, 2.37; home construction, 2.56; and architectural design, 2.60.

Table 121

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Total Sample (N = 265)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	26	29	45	2.31
Domestic Architectural Drawing	27	30	43	2.27
Wood Technology	17	45	38	2.24
Furniture Upholstery	19	36	45	2.37
Blueprint Reading	36	30	34	1.96
Home Construction	15	32	53	2.56
Architectural Design	22	22	56	2.60

The ranking of courses for the industry and technology curriculum by the design oriented furniture stores is shown in Table 122. The median rankings by the design oriented furniture stores, in order of perceived importance, were as follows: furniture upholstery, 1.88; drafting, domestic architectural drawing, and blueprint reading, 2.00; wood technology, 2.20; architectural design, 2.63; and home construction, 2.80.

Table 122

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 17)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Drafting	25	44	31	2.00
Domestic Architectural Drawing	29	42	29	2.00
Wood Technology	13	73	14	2.20
Furniture Upholstery	29	59	12	1.88
Blueprint Reading	35	41	24	2.00
Home Construction	12	18	70	2.80
Architectural Design	19	19	62	2.63

The ranking of courses for the industry and technology curriculum by the mass market furniture stores is shown in Table 123. The median rankings by the mass market furniture stores, in order of perceived importance, were as follows: furniture upholstery, 1.80; wood technology, 1.88; blueprint reading, 2.75; drafting and domestic architectural drawing, 2.86; architectural design, 2.94; and home construction, 3.00.

Table 123

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 20)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Drafting	10	16	74	2.86
Domestic Architectural Drawing	17	11	72	2.86
Wood Technology	26	37	37	1.88
Furniture Upholstery	37	42	21	1.80
Blueprint Reading	21	21	58	2.75
Home Construction	0	0	100	3.00
Architectural Design	0	16	84	2.94

The ranking of courses for the industry and technology curriculum by the middle American furniture stores is shown in Table 124. The median rankings by the middle American furniture stores, in order of perceived importance, were as follows: furniture upholstery, 1.75; wood technology, 1.91; domestic architectural drawing, 2.08; drafting, 2.38; blueprint reading, 2.42; home construction, 2.71; and architectural design, 2.87.

Table 124

Ranking of Courses for Industry and Technology Curriculum
According to Perceived Importance: Middle American
Furniture Stores (N = 43)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Drafting	21	28	51	2.38
Domestic Architectural Drawing	24	25	51	2.08
Wood Technology	28	47	25	1.91
Furniture Upholstery	33	44	23	1.75
Blueprint Reading	23	33	44	2.42
Home Construction	2	35	63	2.71
Architectural Design	7	23	70	2.87

The ranking of courses for the industry and technology curriculum by the interior designers is shown in Table 125. The median rankings by the interior designers, in order of perceived importance, were as follows: blueprint reading, 1.67; drafting, 1.83; domestic architectural drawing, 1.93; furniture upholstery, 2.17; home construction, 2.23; architectural design, 2.36; and wood technology, 2.39.

Table 125

Ranking of Courses for Industry and Technology Curriculum
According to Perceived Importance: Interior
Designers (N = 34)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	31	41	28	1.83
Domestic Architectural Drawing	36	37	27	1.93
Wood Technology	13	53	34	2.39
Furniture Upholstery	27	43	30	2.17
Blueprint Reading	46	33	21	1.67
Home Construction	15	49	36	2.23
Architectural Design	25	34	41	2.36

The ranking of courses for the industry and technology curriculum by the building contractors is shown in Table 126. The median rankings by the building contractors, in order of perceived importance, were as follows: domestic architectural drawing and blueprint reading, 1.23; home construction and architectural design, 1.39; wood technology, 1.50; drafting, 1.93; and furniture upholstery, 2.77.

Table 126

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Building Contractors (N = 28)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	33	41	26	1.93
Domestic Architectural Drawing	56	19	25	1.23
Wood Technology	37	33	30	1.50
Furniture Upholstery	4	22	74	2.77
Blueprint Reading	59	34	7	1.23
Home Construction	52	33	15	1.39
Architectural Design	52	33	15	1.39

The ranking of courses for the industry and technology curriculum by the architectural firms is shown in Table 127. The median rankings by the architectural firms, in order of perceived importance, were as follows: blueprint reading, 1.05; drafting, 1.10; domestic architectural drawing and architectural design, 1.25; wood technology, 2.07; home construction, 2.10; and furniture upholstery, 2.67.

Table 127

Ranking of Courses for Industry and Technology Curriculum
According to Perceived Importance:
Architectural (N = 25)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Drafting	88	12	0	1.10
Domestic Architectural Drawing	68	24	8	1.25
Wood Technology	26	57	17	2.07
Furniture Upholstery	0	39	61	2.67
Blueprint Reading	92	8	0	1.05
Home Construction	30	44	26	2.10
Architectural Design	64	24	12	1.25

The ranking of courses for the industry and technology curriculum by the department stores is shown in Table 128. The median rankings by the department stores, in order of perceived importance, were as follows: domestic architectural drawing and furniture upholstery, 2.50; drafting and wood technology, 2.67; blueprint reading and architectural design, 2.88; and home construction, 2.94.

Table 128

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Department Stores (N = 18)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Drafting	12	12	76	2.67
Domestic Architectural Drawing	0	29	71	2.50
Wood Technology	0	24	76	2.67
Furniture Upholstery	6	29	65	2.50
Blueprint Reading	6	6	88	2.88
Home Construction	0	6	94	2.94
Architectural Design	6	12	82	2.88

The ranking of courses for the industry and technology curriculum by the floor covering businesses is shown in Table 129. The median rankings by floor covering businesses, in order of perceived importance, were as follows: domestic architectural drawing, 2.00; blueprint reading, 2.06; wood technology, 2.25; architectural design, 2.33; drafting and furniture upholstery, 2.38; and home construction, 2.58.

Table 129

Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance: Floor Covering (N = 22)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	10	28	62	2.38
Domestic Architectural Drawing	19	48	33	2.00
Wood Technology	10	29	61	2.25
Furniture Upholstery	10	19	71	2.38
Blueprint Reading	14	57	29	2.06
Home Construction	14	33	53	2.58
Architectural Design	14	24	62	2.33

The ranking of courses for the industry and technology curriculum by the accessories businesses is shown in Table 131. The median rankings by the accessories businesses, in order of perceived importance, were as follows: blueprint reading, 2.00; wood technology, 2.13; drafting, 2.25; domestic architectural drawing, 2.33; and furniture upholstery, home construction, and architectural design, 2.67.

Table 131

Ranking of Courses for Industry and Technology Curriculum
According to Perceived Importance:
Accessories (N = 7)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Drafting	17	50	33	2.25
Domestic Architectural Drawing	16	50	34	2.33
Wood Technology	17	67	16	2.13
Furniture Upholstery	0	33	67	2.67
Blueprint Reading	33	50	17	2.00
Home Construction	33	17	50	2.67
Architectural Design	17	33	50	2.67

The ranking of courses according to perceived importance by the lighting stores is shown in Table 132. The median rankings by the lighting stores, in order of perceived importance, were as follows: drafting, domestic architectural drawing, blueprint reading, and architectural design, 2.50; and wood technology, furniture upholstery, and home construction, 3.00.

Table 132

Ranking of Courses for Industry and Technology Curriculum
According to Perceived Importance:
Lighting (N = 9)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	22	45	33	2.50
Domestic Architectural Drawing	22	56	22	2.50
Wood Technology	0	0	100	3.00
Furniture Upholstery	0	0	100	3.00
Blueprint Reading	56	33	11	2.50
Home Construction	0	0	100	3.00
Architectural Design	22	33	45	2.50

The ranking of courses for the industry and technology curriculum by the paint stores is shown in Table 133. The median rankings by the paint stores, in order of perceived importance, were as follows: blueprint reading, 1.17; home construction, 2.00; wood technology, 2.25; drafting and architectural design, 2.50; domestic architectural drawing, 2.70; and furniture upholstery, 2.83.

Table 133

Ranking of Courses for Industry and Technology Curriculum
According to Perceived Importance:
Paint Stores (N = 17)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Drafting	6	35	59	2.50
Domestic Architectural Drawing	12	23	65	2.70
Wood Technology	6	65	29	2.25
Furniture Upholstery	0	24	76	2.83
Blueprint Reading	35	30	35	1.17
Home Construction	18	29	53	2.00
Architectural Design	6	29	65	2.50

The ranking of courses for the industry and technology curriculum by the other businesses is shown in Table 134. The median rankings by the other businesses, in order of perceived importance, were as follows: blueprint reading and home construction, 2.00; drafting and domestic architectural drawing, 2.33; wood technology, 2.38; and furniture upholstery and architectural design, 2.63.

Table 134

Ranking of Courses for Industry and Technology Curriculum
According to Perceived Importance:
Other (N = 15)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Drafting	20	40	40	2.33
Domestic Architectural Drawing	13	47	40	2.33
Wood Technology	0	60	40	2.38
Furniture Upholstery	14	41	45	2.63
Blueprint Reading	27	40	33	2.00
Home Construction	20	47	33	2.00
Architectural Design	20	20	60	2.63

An overview of the ranking of courses for the industry and technology curriculum is shown in Table 135. The overview indicates the comparative ranking of each course by the various businesses. The median ranking of each course in the order of perceived importance to the various businesses is discussed below.

Each business ranked drafting according to perceived importance. The median rankings for drafting, in order of perceived importance, were as follows: architectural firms, 1.10; interior designers, 1.83; building contractors, 1.93; design oriented furniture stores, 2.00; accessories businesses, 2.25; other businesses, 2.33; middle American furniture stores and floor covering businesses, 2.38; window and/or wall covering businesses, lighting stores, and paint stores, 2.50; department stores, 2.67; and mass market furniture stores, 2.86.

Each business ranked domestic architectural drawing according to perceived importance. The median rankings for domestic architectural drawing, in order of perceived importance, were as follows: building contractors, 1.23; architectural firms, 1.25; interior designers, 1.93; design oriented furniture stores and floor covering businesses, 2.00; middle American furniture stores, 2.08; accessories businesses and other businesses, 2.33; department stores, window and/or wall covering businesses, and lighting stores, 2.50; paint stores, 2.70; and mass market furniture stores, 2.86.

Each business ranked wood technology according to perceived importance. The median rankings for wood technology, in order of perceived importance, were as follows: building contractors, 1.50; mass market furniture stores, 1.88; middle American furniture stores, 1.91; architectural firms, 2.07; accessories businesses, 2.13; design oriented

Table 135

Overview of the Ranking of Courses for Industry and Technology Curriculum According to Perceived Importance by Median Rank

Courses	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Building Contractor	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Accessories	Lighting	Paint Store	Other	Total Sample
Drafting	2.00	2.86	2.38	1.83	1.93	1.10	2.67	2.38	2.50	2.25	2.50	2.50	2.33	2.31
Domestic Architectural Drawing	2.00	2.86	2.08	1.93	1.23	1.25	2.50	2.00	2.50	2.33	2.50	2.70	2.33	2.27
Wood Technology	2.20	1.88	1.91	2.39	1.50	2.07	2.67	2.25	2.75	2.13	3.00	2.25	2.38	2.24
Furniture Upholstery	1.88	1.80	1.75	2.17	2.77	2.67	2.50	2.38	2.50	2.67	3.00	2.83	2.63	2.37
Blueprint Reading	2.00	2.75	2.42	1.67	1.23	1.05	2.88	2.06	1.50	2.00	2.50	1.17	2.00	1.96
Home Construction	2.80	3.00	2.71	2.23	1.39	2.10	2.94	2.58	2.00	2.67	3.00	2.00	2.00	2.56
Architectural Design	2.63	2.94	2.87	2.36	1.39	1.25	2.88	2.33	1.83	2.67	2.50	2.50	2.63	2.60

furniture stores, 2.20; floor covering businesses and paint stores, 2.25; other businesses, 2.38; interior designers, 2.39; department stores, 2.67; window and/or wall covering businesses, 2.75; and lighting stores, 3.00.

Each business ranked furniture upholstery according to perceived importance. The median rankings for furniture upholstery, in order of perceived importance, were as follows: middle American furniture stores, 1.75; mass market furniture stores, 1.80; design oriented furniture stores, 1.88; interior designers, 2.17; floor covering businesses, 2.38; window and/or wall covering businesses and department stores, 2.50; other businesses, 2.63; architectural firms and accessories businesses, 2.67; building contractors, 2.77; paint stores, 2.83; and lighting stores, 3.00.

Each business ranked blueprint reading according to perceived importance. The median rankings for blueprint reading, in order of perceived importance, were as follows: architectural firms, 1.05; paint stores, 1.17; building contractors, 1.23; window and/or wall covering businesses, 1.50; interior designers, 1.67; design oriented furniture stores, accessories businesses, and other businesses, 2.00; floor covering businesses, 2.06; middle American furniture stores, 2.42; lighting stores, 2.50; mass market furniture stores, 2.75; and department stores, 2.88.

Each business ranked home construction according to perceived importance. The median rankings for home construction, in order of perceived importance, were as follows: building contractors, 1.39; window and/or wall covering businesses, paint stores, and other businesses, 2.00; architectural firms, 2.10; interior designers, 2.23; floor covering businesses, 2.58; accessories businesses, 2.67; middle American furniture stores, 2.71; design oriented furniture stores, 2.80; department stores, 2.94; and mass market furniture stores and lighting stores, 3.00.

Each business ranked architectural design according to perceived importance. The median rankings for architectural design, in order of perceived importance, were as follows: architectural firms, 1.25; building contractors, 1.39; window and/or wall covering businesses, 1.83; floor covering businesses, 2.33; interior designers, 2.36; lighting stores and paint stores, 2.50; design oriented furniture stores and other businesses, 2.63; accessories businesses, 2.67; middle American furniture stores, 2.87; department stores, 2.88; and mass market furniture stores, 2.94.

Art curriculum. The total sample ranking of courses for the art curriculum is shown in Table 136. The median rankings for the total sample regarding art courses, in order of perceived importance, were as follows: drawing fundamentals, 2.41; commercial art and basic art design, 2.59; portfolio, 2.60; watercolor, 2.66; art history, 2.67; painting, 2.81; and silk screen, 2.84.

Table 136

Ranking of Courses for Art Curriculum According to Perceived Importance: Total Sample (N = 265)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Art History	9	31	60	2.67
Commercial Art	10	35	55	2.59
Watercolor	11	30	59	2.66
Drawing Fundamentals	17	36	47	2.41
Basic Art Design	10	35	55	2.59
Painting	3	25	72	2.81
Silk Screen	4	21	75	2.84
Portfolio	15	30	55	2.60

The ranking of courses for the art curriculum by the design oriented furniture stores is shown in Table 137. The median rankings by the design oriented furniture stores, in order of perceived importance, were as follows: silk screen, 1.00; portfolio, 1.25; basic art design, 1.36; drawing fundamentals, 1.88; art history, 2.33; commercial art and watercolor, 2.38; and painting, 2.64.

Table 137

Ranking of Courses for Art Curriculum According to Perceived Importance: Design Oriented Furniture Stores (N = 17)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Art History	25	44	31	2.33
Commercial Art	12	38	50	2.38
Watercolor	6	65	29	2.38
Drawing Fundamentals	31	31	38	1.88
Basic Art Design	25	38	37	1.36
Painting	0	44	56	2.64
Silk Screen	100	0	0	1.00
Portfolio	41	41	18	1.25

The ranking of courses for the art curriculum by the mass market furniture stores is shown in Table 138. The median rankings by the mass market furniture stores, in order of perceived importance, were as follows: portfolio, 1.00; basic art design, 1.77; painting, 2.72; watercolor, 2.75; commercial art, 2.88; silk screen, 2.89; drawing fundamentals, 2.94; and art history, 3.00.

Table 138

Ranking of Courses for Art Curriculum According to Perceived Importance: Mass Market Furniture Stores (N = 20)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Art History	0	0	100	3.00
Commercial Art	5	21	74	2.88
Watercolor	5	22	73	2.75
Drawing Fundamentals	5	17	78	2.94
Basic Art Design	84	16	0	1.77
Painting	0	6	94	2.72
Silk Screen	0	5	95	2.89
Portfolio	100	0	0	1.00

The ranking of courses for the art curriculum by the middle American furniture stores is shown in Table 139. The median rankings by the middle American furniture stores, in order of perceived importance, were as follows: basic art design, 1.83; drawing fundamentals, 2.44; commercial art and portfolio, 2.64; art history, 2.71; painting, 2.81; watercolor, 2.82; and silk screen, 2.89.

Table 139

Ranking of Courses for Art Curriculum According to Perceived Importance: Middle American Furniture Stores (N = 43)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Art History	5	32	63	2.71
Commercial Art	12	44	44	2.64
Watercolor	12	21	67	2.82
Drawing Fundamentals	12	45	43	2.44
Basic Art Design	5	48	47	1.83
Painting	2	21	77	2.81
Silk Screen	0	24	76	2.89
Portfolio	23	28	49	2.64

The ranking of courses for the art curriculum by the interior designers is shown in Table 140. The median rankings by the interior designers, in order of perceived importance, were as follows: drawing fundamentals, 1.95; watercolor, 2.15; commercial art, 2.31; art history, 2.50; basic art design, 2.54; painting, 2.74; portfolio, 2.80; and silk screen, 2.87.

Table 140

Ranking of Courses for Art Curriculum According to Perceived Importance: Interior Designers (N = 34)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Art History	12	47	41	2.50
Commercial Art	6	55	39	2.31
Watercolor	18	47	35	2.15
Drawing Fundamentals	27	49	24	1.95
Basic Art Design	21	45	34	2.54
Painting	0	27	73	2.74
Silk Screen	3	30	67	2.87
Portfolio	24	32	44	2.80

The ranking of courses for the art curriculum by the building contractors is shown in Table 141. The median rankings by the building contractors, in order of perceived importance, were as follows: drawing fundamentals, 2.13; commercial art, 2.25; basic art design, 2.30; watercolor and portfolio, 2.50; art history, 2.77; painting, 2.81; and silk screen, 2.89.

Table 141

Ranking of Courses for Art Curriculum According to Perceived Importance: Building Contractors (N = 28)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Art History	4	25	71	2.77
Commercial Art	11	36	53	2.25
Watercolor	0	29	71	2.50
Drawing Fundamentals	43	11	46	2.13
Basic Art Design	4	32	64	2.30
Painting	7	36	57	2.81
Silk Screen	3	18	79	2.89
Portfolio	11	39	50	2.50

The ranking of courses for the art curriculum by the architectural firms is shown in Table 142. The median rankings by the architectural firms, in order of perceived importance, were as follows: drawing fundamentals, 1.33; basic art design, 1.38; watercolor, 1.63; art history, 2.00; painting, 2.29; portfolio, 2.50; commercial art, 2.67; and silk screen, 2.86.

Table 142

Ranking of Courses for Art Curriculum According to Perceived Importance: Architectural (N = 25)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Art History	30	57	13	2.00
Commercial Art	22	22	56	2.67
Watercolor	33	50	17	1.63
Drawing Fundamentals	65	22	13	1.33
Basic Art Design	39	48	13	1.38
Painting	9	52	39	2.29
Silk Screen	9	17	74	2.86
Portfolio	13	44	43	2.50

The ranking of courses for the art curriculum by the department stores is shown in Table 143. The median rankings by the department stores, in order of perceived importance, were as follows: basic art design, 1.90; silk screen and portfolio, 2.50; painting, 2.72; commercial art, 2.79; and art history, watercolor, and drawing fundamentals, 2.88.

Table 143

Ranking of Courses for Art Curriculum According to Perceived Importance: Department Stores (N = 18)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Art History	0	12	88	2.88
Commercial Art	6	23	71	2.79
Watercolor	0	18	82	2.88
Drawing Fundamentals	0	12	88	2.88
Basic Art Design	11	89	0	1.90
Painting	0	13	87	2.72
Silk Screen	0	29	71	2.50
Portfolio	6	18	76	2.50

The ranking of courses for the art curriculum by the floor covering businesses is shown in Table 144. The median rankings by the floor covering businesses, in order of perceived importance, were as follows: basic art design, 1.50; painting, 1.83; watercolor, 2.81; art history, commercial art, and drawing fundamentals, 2.89; and silk screen and portfolio, 3.00.

Table 144

Ranking of Courses for Art Curriculum According to Perceived Importance: Floor Covering (N = 22)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Art History	0	14	86	2.89
Commercial Art	4	14	82	2.89
Watercolor	14	4	81	2.81
Drawing Fundamentals	5	18	77	2.89
Basic Art Design	14	82	4	1.50
Painting	0	5	95	1.83
Silk Screen	0	0	100	3.00
Portfolio	0	0	100	3.00

The ranking of courses for the art curriculum by the window and/or wall covering businesses is shown in Table 145. The median rankings by the window and/or wall covering businesses, in order of perceived importance, were as follows: portfolio, 2.67; basic art design, 2.69; commercial art, water color, and drawing fundamentals, 2.75; painting, 2.78; silk screen, 2.90; and art history, 3.00.

Table 145

Ranking of Courses for Art Curriculum According to Perceived Importance: Window and/or Wall Covering (N = 10)

Course	Rank Very Important	 Desirable	 Not Significant	Median Rank
	%	%	%	
Art History	0	0	100	3.00
Commercial Art	0	30	70	2.75
Watercolor	20	10	70	2.75
Drawing Fundamentals	20	10	70	2.75
Basic Art Design	10	30	60	2.69
Painting	11	11	78	2.78
Silk Screen	20	0	80	2.90
Portfolio	30	10	60	2.67

The ranking of courses for the art curriculum by the accessories businesses is shown in Table 146. The median rankings by the accessories businesses, in order of perceived importance, were as follows: watercolor and drawing fundamentals, 2.50; portfolio, 2.64; basic art design, 2.65; art history and commercial art, 2.75; and painting and silk screen, 2.81.

Table 146

Ranking of Courses for Art Curriculum According to Perceived Importance: Accessories
(N = 7)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Art History	0	29	71	2.75
Commercial Art	0	29	71	2.75
Watercolor	15	29	56	2.50
Drawing Fundamentals	15	29	56	2.50
Basic Art Design	14	14	72	2.65
Painting	0	14	86	2.81
Silk Screen	0	14	86	2.81
Portfolio	14	15	71	2.64

The ranking of courses for the art curriculum by the lighting stores is shown in Table 147. The median rankings by the lighting stores, in order of perceived importance, were as follows: basic art design, 1.80; drawing fundamentals, 2.50; portfolio, 2.60; silk screen, 2.79; painting, 2.82; and art history, commercial art, and watercolor, 3.00.

Table 147

Ranking of Courses for Art Curriculum According to
Perceived Importance: Lighting
(N = 9)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Art History	0	0	100	3.00
Commercial Art	0	0	100	3.00
Watercolor	0	0	100	3.00
Drawing Fundamentals	0	50	50	2.50
Basic Art Design	67	22	11	1.80
Painting	12	21	66	2.82
Silk Screen	0	22	78	2.79
Portfolio	14	21	65	2.60

The ranking of courses for the art curriculum by the paint stores is shown in Table 148. The median rankings by the paint stores, in order of perceived importance, were as follows: basic art design, 1.85; portfolio, 2.21; commercial art and drawing fundamentals, 2.70; painting, 2.81; and art history, water color, and silk screen, 2.83.

Table 148

Ranking of Courses for Art Curriculum According to Perceived Importance: Paint Stores (N = 17)

Course	Rank			Median Rank
	Very Important	Desirable	Not Significant	
	%	%	%	
Art History	6	17	77	2.83
Commercial Art	0	24	76	2.70
Watercolor	0	18	82	2.83
Drawing Fundamentals	0	41	59	2.70
Basic Art Design	29	0	71	1.85
Painting	0	35	65	2.81
Silk Screen	0	24	76	2.83
Portfolio	0	17	83	2.21

The ranking of courses for the art curriculum by the other businesses is shown in Table 149. The median rankings by the other businesses, in order of perceived importance, were as follows: basic art design, 1.63; commercial art, 2.38; art history and drawing fundamentals, 2.63; painting, 2.71; silk screen and portfolio, 2.75; and watercolor, 2.80.

Table 149

Ranking of Courses for Art Curriculum According to Perceived Importance: Other (N = 15)

Course	Rank: Very Important	Rank: Desirable	Rank: Not Significant	Median Rank
	%	%	%	
Art History	0	47	53	2.63
Commercial Art	6	47	47	2.38
Watercolor	0	13	87	2.80
Drawing Fundamentals	7	33	60	2.63
Basic Art Design	33	0	67	1.63
Painting	0	27	73	2.71
Silk Screen	7	13	80	2.75
Portfolio	13	33	54	2.75

An overview of the ranking of courses for the art curriculum is shown in Table 150. The overview indicates the comparative rankings of each course by the various businesses. The median ranking of each course, in the order of perceived importance by the various businesses, is discussed below.

Each business ranked art history according to perceived importance. The median rankings for art history, in order of perceived importance, were as follows: architectural firms, 2.00; design oriented furniture stores, 2.33; interior designers, 2.50; other businesses, 2.63; middle American furniture stores, 2.71; accessories businesses, 2.75; building contractors, 2.77; paint stores, 2.83; department stores, 2.88; floor covering businesses, 2.89; and mass market furniture stores, window and/or wall covering businesses, and lighting stores, 3.00.

Each business ranked commercial art according to perceived importance. The median rankings for commercial art, in order of perceived importance, were as follows: building contractors, 2.25; interior designers, 2.31; design oriented furniture stores and other businesses, 2.38; middle American furniture stores, 2.64; architectural firms, 2.67; paint stores, 2.70; window and/or wall covering businesses and accessories businesses, 2.75; department stores, 2.79; mass market furniture stores, 2.88; floor covering businesses, 2.89; and lighting stores, 3.00.

Each business ranked watercolor according to perceived importance. The median rankings for watercolor, in order of perceived importance, were as follows: architectural firms, 1.63; interior designers, 2.15; design oriented furniture stores, 2.38; building contractors and accessories businesses, 2.50; mass market furniture stores and window and/or wall covering businesses, 2.75; other businesses, 2.80; floor covering

Table 150

Overview of the Ranking of Courses for Art Curriculum According to Perceived Importance by Median Rank

Courses	Furniture Store: Design Oriented	Furniture Store: Mass Market	Furniture Store: Middle American	Interior Designer	Building Contractor	Architectural	Department Store	Floor Covering	Window and/or Wall Covering	Accessories	Lighting	Paint Store	Other	Total Sample
Art History	2.33	3.00	2.71	2.50	2.77	2.00	2.88	2.89	3.00	2.75	3.00	2.83	2.63	2.67
Commercial Art	2.38	2.88	2.64	2.31	2.25	2.67	2.79	2.89	2.75	2.75	3.00	2.70	2.38	2.59
Watercolor	2.38	2.75	2.82	2.15	2.50	1.63	2.88	2.81	2.75	2.50	3.00	2.83	2.80	2.66
Drawing Fundamentals	1.88	2.94	2.44	1.95	2.13	1.33	2.88	2.89	2.75	2.50	2.50	2.70	2.63	2.41
Basic Art Design	1.36	1.77	1.83	2.54	2.30	1.38	1.90	1.50	2.69	2.65	1.80	1.85	1.63	2.59
Painting	2.64	2.72	2.81	2.74	2.81	2.29	2.72	1.83	2.78	2.81	2.82	2.81	2.71	2.81
Silk Screen	1.00	2.89	2.89	2.87	2.89	2.86	2.50	3.00	2.90	2.81	2.79	2.83	2.75	2.84
Portfolio	1.25	1.00	2.64	2.80	2.50	2.50	2.50	3.00	2.67	2.64	2.60	2.21	2.75	2.60

businesses, 2.81; middle American furniture stores, 2.82; paint stores, 2.83; department stores, 2.88; and lighting stores, 3.00.

Each business ranked drawing fundamentals according to perceived importance. The median rankings for drawing fundamentals, in order of perceived importance, were as follows: architectural firms, 1.33; design oriented furniture stores, 1.88; interior designers, 1.95; building contractors, 2.13; middle American furniture stores, 2.44; accessories businesses and lighting stores, 2.50; other businesses, 2.63; paint stores, 2.70; window and/or wall covering businesses, 2.75; department stores, 2.88; floor covering businesses, 2.89; and mass market furniture stores, 2.94.

Each business ranked basic art design according to perceived importance. The median rankings for basic art design, in order of perceived importance, were as follows: design oriented furniture stores, 1.36; architectural firms, 1.38; floor covering businesses, 1.50; other businesses, 1.63; mass market furniture stores, 1.77; lighting stores, 1.80; middle American furniture stores, 1.83; paint stores, 1.85; department stores, 1.90; building contractors, 2.30; interior designers, 2.54; accessories businesses, 2.65; and window and/or wall covering businesses, 2.69.

Each business ranked painting according to perceived importance. The median rankings for painting, in order of perceived importance, were as follows: floor covering businesses, 1.83; architectural firms, 2.29; design oriented furniture stores, 2.64; other businesses, 2.71; mass market furniture stores and department stores, 2.72; interior designers, 2.74; window and/or wall covering businesses, 2.78; middle American furniture stores, building contractors, accessories businesses, and paint stores, 2.81; and lighting stores, 2.82.

Each business ranked silk screen according to perceived importance. The median rankings for silk screen, in order of perceived importance, were as follows: design oriented furniture stores, 1.00; department stores, 2.50; other businesses, 2.75; lighting stores, 2.79; accessories businesses, 2.81; paint stores, 2.83; architectural firms, 2.86; interior designers, 2.87; mass market furniture stores, middle American furniture stores, and building contractors, 2.89; window and/or wall covering stores, 2.90; and floor covering businesses, 3.00.

Each business ranked portfolio according to perceived importance. The median rankings for portfolio, in order of perceived importance, were as follows: mass market furniture stores, 1.00; design oriented furniture stores, 1.25; paint stores, 2.21; building contractors, architectural firms and department stores, 2.50; lighting stores, 2.60; middle American furniture stores and accessories businesses, 2.64; window and/or wall covering businesses, 2.67; other businesses, 2.75; interior designers, 2.80; and floor covering businesses, 3.00.

Chapter 6

CONCLUSIONS AND RECOMMENDATIONS: NORTHEAST TEXAS, SOUTHEASTERN OKLAHOMA AND WESTERN LOUISIANA STUDY

On the basis of the findings of the northeast Texas, southeastern Oklahoma, and western Louisiana study, which were presented in the previous chapter, several conclusions have been drawn and recommendations for further research have been made. This chapter contains the marketability and the feasibility of a proposed Interior Design program.

CONCLUSIONS

Based on the findings of this study, the following conclusions are drawn:

1. The largest percentage of the sample indicated they had difficulty finding "qualified" employees. A conclusion can be drawn from these data that there is a need for preparing students to meet the interior design and home furnishings merchandising job market.

2. The data indicated that a higher percentage of the following businesses employed larger numbers of interior design and home furnishings merchandising personnel: window and/or wall covering businesses, middle American furniture stores, and department stores. The data suggest that job potential is greatest for interior design and home

furnishings merchandising college graduates in the preceding types of businesses.

3. The data indicated that a higher percentage of architectural firms employed one interior design and home furnishings merchandising person. The data suggest that fewer jobs are available for interior design and home furnishings merchandising college graduates in this type of business.

4. The data indicated that the largest percentage of interior design and home furnishings merchandising personnel had some college training or were college graduates. Therefore, it can be concluded that some level of college training is perceived to be important in the area of interior design and home furnishings merchandising.

5. The data indicated that a higher percentage of the following businesses employed persons who were primarily "interior designers": architectural firms, design-oriented furniture stores, and interior designers. The conclusion can be drawn that interior design and home furnishings merchandising graduates who wish to concentrate on interior design oriented work should seek employment with the preceding types of businesses.

6. The data indicated that a higher percentage of the following businesses employed "sales only" and "sales and interior design" personnel: department stores, mass market furniture stores, middle American furniture stores, accessories businesses, paint stores, lighting stores, and floor covering businesses. The conclusion can be drawn that interior design and home furnishings graduates who wish to concentrate on sales oriented work should seek employment with the preceding types of businesses.

7. According to the data, 85 percent of all the businesses paid beginning interior design and home furnishings merchandising employees between $6,000 and $11,000 annually. It can be concluded from the data that the college graduate in the field of interior design and home furnishings merchandising could anticipate a beginning annual salary of $6,000 to $11,000.

8. According to the data, salaries for beginning employees in the area of interior design and home furnishings merchandising were highest among the floor covering businesses, window and/or wall covering businesses and design oriented furniture stores. It can be concluded from the data that the highest paying jobs available for beginning interior design and home furnishings merchandising employees are with the preceding types of businesses.

9. According to the data, salaries for beginning employees in the area of interior design and home furnishings merchandising were lowest among accessories businesses and department stores. It can be noted, also, that these same businesses employed the highest mean percentages of "sales only" personnel. Therefore, it can be concluded from the data that the lowest paying jobs available for beginning interior design and home furnishings merchandising employees are primarily in sales-oriented positions with accessories businesses and department stores.

10. The total sample, 265 northeast Texas, southeastern Oklahoma, and western Louisiana businesses, reported that 34 percent of them anticipated a need for additional employees within the year. Of the percentage anticipating an increase, they expected to hire 177 additional personnel for interior design and home furnishings merchandising

jobs. Therefore, it can be concluded that there will be 177 jobs available within the year among 34 percent of the northeast Texas, southeastern Oklahoma, and western Louisiana businesses surveyed.

11. Among the various businesses anticipating an increase of 177 employees, the building contractors expected to hire 57 new personnel, which accounted for 32 percent of all interior design and home furnishings merchandising expansions. Therefore, it can be concluded that of the various businesses surveyed, building contractors will undergo the greatest expansion of interior design and home furnishings merchandising staff within the year.

12. Sixty-six percent of the 265 businesses surveyed indicated they did not anticipate a need for additional employees within the year. The conclusion can be drawn that two-thirds of the businesses surveyed will not be increasing the number of their interior design and home furnishings merchandising personnel within the next year.

13. The data revealed that 88 percent of all the businesses surveyed reported an employee turnover rate of 10 percent or less. Of the interior designers surveyed, 70 percent reported a 0 percent turnover rate. The data indicate there is apparently a low turnover rate, especially among interior designers, in the interior design and home furnishings businesses represented in the sample.

14. Concerning the ranking of the seven employee qualifications which the sample businesses recorded, the data revealed the categories "salesmanship potential," "personality," and "experience" to be ranked the most important, in that order, by the total sample. However, "salesmanship potential" received lowest rankings by architectural firms and lighting stores. It can be concluded that "salesmanship

potential," "personality," and "experience" are important qualifications for persons entering the interior design and home furnishings merchandising industry. However, "salesmanship potential" is not as important for those persons entering areas of employment with architectural firms and lighting stores.

15. The ranking of the seven qualifications revealed the categories "professionalism," "education," "communicative skills," and "product knowledge," to be ranked least important in that order, by the total sample. However, the data also indicated that two of these qualifications received high rankings from several types of businesses. "Education" received the highest ranking by architectural firms, while "product knowledge" received highest rankings from window and/or wall covering businesses and building contractors, respectively. It can be concluded from the data that architectural firms place importance upon "education" and window and/or wall covering businesses and building contractors consider "product knowledge" and important employee qualification, while all other businesses evaluate these qualifications as less important. Generally, "education," "professionalism," and "communicative skills" are not considered important qualifications for persons entering interior design and home furnishings merchandising employment with the types of businesses surveyed.

16. The ranking of curriculum for interior design and home furnishings merchandising indicated that all the courses were generally considered to be important to the curriculum. However, equipment and ecology was ranked the lowest of all the courses and lacked .01 point from receiving a rank of "not significant" by the total sample. Equipment and ecology was ranked "very important" by only one type of business,

the building contractors. The data suggest that with the possible exception of equipment and ecology, the interior design and home furnishings merchandising courses are perceived as important in the interior design and home furnishings merchandising curriculum.

17. The curriculum ranking of business courses indicated that all the business courses were generally considered an important segment of the interior design and home furnishings merchandising curriculum. "Salesmanship" received the highest median rank by the total sample. "Retailing" and "business mathematics" received the second and third highest median rankings, respectively. All three of the preceding courses were ranked "very important" by the total sample. Of the businesses surveyed, these three courses were ranked lowest by the architectural firms. The data suggest that the business courses are perceived as important in the interior design and home furnishings merchandising curriculum. The data further suggest that especially "salesmanship" and also "retailing" and "business mathematics" are important to most businesses surveyed, but these courses are not as important for those students interested in employment with architectural firms.

18. The data revealed that, with the exception of "furniture upholstery," "home construction," and "architectural design" (which were ranked respectively as "not significant"), the industry and technology courses were ranked as "desirable" for the interior design and home furnishings merchandising curriculum. However, "architectural design," which received the lowest median rank by the total sample, was ranked "very important" by the architectural firms. The data suggest that "furniture upholstery," "home construction," and "architectural design" are not considered a necessary part of the interior design and home

furnishings merchandising curriculum. The data further suggest that "architectural design" is important for students interested in employment with architectural firms.

19. According to the data, the art courses were not ranked as important for the interior design and home furnishings merchandising curriculum. "Drawing fundamentals" was ranked highest by the total sample; however, it was perceived as "not significant." Of the businesses surveyed, design oriented furniture stores, architectural firms, and interior designers ranked the entire art curriculum higher. These same businesses are the ones which employ a higher percentage of personnel who are primarily "interior designers." The data suggest that art courses are desirable for students who seek primarily design oriented jobs with design oriented furniture stores, architectural firms, and interior designers. The data further suggest that the art courses are generally not considered important for the interior design and home furnishings merchandising curriculum.

RECOMMENDATIONS

The preceding conclusions indicate a need for further exploration of various aspects of this study. The following recommendations are based on the findings of this study.

1. It is recommended that the study be repeated with a larger sample of the same population and that personal interviews be made a part of the investigation to insure a greater return.

2. It is recommended that a similar study be conducted in the state of Arkansas.

3. It is recommended that a similar study be expanded to include

selected cities throughout the state of Texas, excluding the Dallas metroplex.

4. It is recommended that the survey sample be expanded to include other businesses which employ interior design personnel, such as the following: government agencies, mobile home manufacturers, motel chains, and engineering firms.

5. It is recommended that a study be made of northeast Texas institutions of higher education with interior design programs to determine the following: (1) the number of students graduating in interior design and (2) whether the northeast Texas, southeastern Oklahoma, and western Louisiana job market is being saturated by area graduates.

6. It is recommended that a study similar to the present investigation be conducted to ascertain data regarding interior design job availability and educational requirements.

7. It is recommended that a study similar to the present investigation be conducted to ascertain data regarding home furnishings merchandising job availability and educational requirements.

8. It is recommended that a study be conducted to determine the educational criteria for salesmanship in interior design and home furnishings merchandising businesses.

9. It is recommended that the questionnaire be revised to change the denotation of the industry and technology "home construction" course to "building estimating and specifications" as this revision more accurately reflects the course.

10. It is recommended that a subsequent investigation explore the apparent discrepancy between educational attainment of interior design and home furnishings merchandising personnel and the evaluation

of "education" as a qualification for interior design and home furnishings merchandising employment.

11. It is recommended that subsequent investigations similar to the present one ascertain the area of specialization in college training acquired by interior design and home furnishings merchandising personnel.

12. It is recommended that a study of interior design personnel be conducted to ascertain the specialized competencies required to perform interior design jobs.

13. It is recommended that a study of home furnishings merchandising personnel be conducted to ascertain the specialized competencies required to perform home furnishings merchandising jobs.

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APPENDICES

APPENDIX A

East Texas State University's Home Economics Department is conducting a survey to determine pertinent information about the jobs available in the interior design and home furnishings merchandising industry in the Dallas area, the skills and education required for these jobs, and how our curriculum can be changed to meet these requirements. Since only a selected number of important persons have been chosen to participate, it is of VITAL importance that you complete the enclosed questionnaire and return it to us.

It will take you approximately eight minutes to complete this questionnaire. There is no postage necessary on the reply envelope.

Since you are a significant participant in this important survey, you may be interested in a summary of the results and analysis. To obtain a copy of this summary, indicate in the appropriate space on the questionnaire. Your answers are vital to us. We are depending upon you as a qualified representative in this field to help us help our students--and also your industry, since these students may be your prospective employees.

We want to personally thank you for your prompt reply.

Sincerely,

Ruby C. Fournet
Department of Home Economics

RCF:ec

Enclosures

APPENDIX B

A SURVEY OF DALLAS BUSINESSES TO DETERMINE JOBS AVAILABLE AND JOB REQUIREMENTS FOR COLLEGE GRADUATES ENTERING THE FIELD OF INTERIOR DESIGN AND HOME FURNISHINGS

---

1. Is your business a:
   ____ sole ownership
   ____ partnership
   ____ corporation

2. Please indicate your primary business classification (check only one):
   ____ furniture store: design oriented
   ____ furniture store: mass market
   ____ furniture store: middle American
   ____ interior design
   ____ building contractor
   ____ architectural
   ____ specifiers
   ____ department store
   ____ floor covering
   ____ window and/or wall covering
   ____ accessories
   ____ lighting
   ____ paint store

3. Do you have difficulty finding qualified employees:
   ____ yes
   ____ no

4. How many people do you employ (including yourself) in the area of interior design and furnishings:
   ____ 1
   ____ 2
   ____ 3
   ____ 4
   ____ 5
   ____ 6-10
   ____ 11-20
   ____ 21 or more

5. Do you presently (or within the next year) anticipate increasing the above number of employees:
   ____ yes
   ____ no
   If yes, how many ____

6. Please indicate what percentage of your interior design and home furnishings employees are considered in the following categories:
   ____% salespersons only
   ____% sales and interior design (have some training in design and furnishings
   ____% interior design only (primarily designers but do some selling)
   100%

7. How many of your employees in the area of interior design and furnishings are:
____ high school graduates
____ have some level of college study
____ college graduates
____ do not know

8. Please rank, in order of importance (1 being the most important), the following qualifications you consider when interviewing an applicant:
____ education
____ experience
____ salesmanship potential
____ personality
____ product knowledge
____ professionalism
____ communicative skills
____ other (please specify)
____

9. In planning a curriculum to prepare prospective employees for you in the area of interior design and home furnishings, we would like to know what you consider important for a new employee entering your business to have studied (excluding general studies, i.e., math, English, history, etc.). Please circle number (1) VERY IMPORTANT, (2) DESIRABLE, or (3) NOT SIGNIFICANT FOR MY BUSINESS on each of the following:

Interior Design and Home Furnishings Merchandising	Rank
1) Professional Development--career planning, resumé writing, job application procedures, and human relationships	1 2 3
2) Related Arts--study of elements and principles of design	1 2 3
3) Textiles--fibers, fabric construction and finishes	1 2 3
4) Fundamentals of Interior Design--selection and arrangement of furnishings	1 2 3
5) Housing--materials (i.e., walls, floors, exteriors, etc.) and construction used in creating living space	1 2 3
6) Interior Furnishings Merchandising--trends, places and people	1 2 3
7) Period Furniture--antiquity to present	1 2 3
8) Problems in Interior Design--business practices and procedures	1 2 3
9) Advanced Problems in Interior Design--presentation and execution of design problem solving	1 2 3
10) Equipment and Ecology--home equipment (excluding furnishings) and energy conservation	1 2 3
11) Space Planning--development of functional interiors	1 2 3
12) Internship--student apprenticeship in an interior design or home furnishings merchandising business	1 2 3

Business	
1) Consumer Behavior--psychological view of consumer behavior	1 2 3

2)	Marketing--market promotion, analysis of existing market systems	1	2	3
3)	Principles of Marketing--functions and trade channels	1	2	3
4)	Salesmanship--methods, problems, and routine duties	1	2	3
5)	Retailing--location choice, buying, pricing, promotion, credit and stock control	1	2	3
6)	Principles of Management--business planning, organization, and organization control	1	2	3
7)	Small Business Management--observation and recommendation of a student to aid the business and gain experience for the student	1	2	3
8)	Business Mathematics--discounting, mark-up pricing and percentages	1	2	3
9)	Business Law--legal aspects and problems encountered in business	1	2	3
10)	Advertising--techniques and methods of writing ads	1	2	3

Industry and Technology

1)	Drafting--lettering, elevation and scale drawing	1	2	3
2)	Domestic Architectural Drawing--complete floor plan drawing	1	2	3
3)	Wood Technology--study of physical properties of woods, industrial processes, aesthetic design and uses	1	2	3
4)	Furniture Upholstery--construction and repair of furniture	1	2	3
5)	Blueprint Reading--symbols, specifications and scaling	1	2	3
6)	Home Construction--estimating and specification writing	1	2	3
7)	Architectural Design--plan designs and presentations for domestic dwelling	1	2	3

Art

1)	Art History--survey of architecture, sculpture and painting	1	2	3
2)	Commercial Art--layout illustrating	1	2	3
3)	Watercolor--room layouts rendered in watercolors	1	2	3
4)	Drawing Fundamentals--visual organization by drawing	1	2	3
5)	Basic Art Design--various art media and techniques	1	2	3
6)	Painting--basic techniques with oils	1	2	3
7)	Silk Screen--fabric study and application of paint to fabric	1	2	3
8)	Portfolio--development of a portfolio for job applications	1	2	3

Please specify below any other areas which you consider important to your business: ____

____

10. In which of the following annual pay rates would you initially place a college graduate you might hire (in the area of interior design and home furnishings):
    ____ less than $5,000
    ____ $6,000 - $8,000
    ____ $9,000 - $11,000
    ____ $12,000 or more

11. Do you now pay your beginning employees in the interior design and home furnishings area by:
    ____ salary only
    ____ salary and commission
    ____ commission only
    ____ salary and bonus
    ____ contract basis   Other: ____________________

12. Do you pay your established employees in the interior design and home furnishings area by:
    ____ salary only
    ____ salary and commission
    ____ commission only
    ____ salary and bonus
    ____ contract basis   Other: ____________________

13. Please indicate your approximate percentage of annual employee turnover:

____ 0%	____ 6 - 10%	____ 21 - 30%	
____ 1 - 5%	____ 11 - 20%	____ 31 - 40%	
		____ 41 - 50%	____ above 50%

If you wish to receive a summary of the results obtained from this survey, please check here: ____

Please place this questionnaire in the postage free envelope and mail to us for compilation.

Ms. Ruby C. Fournet
EAST TEXAS STATE UNIVERSITY
Home Economics Department
Commerce, Texas 75428

[Place for name and address]

APPENDIX C

We have received excellent response to the questionnaire we sent to Dallas businesses two weeks ago. Since we have not received yours, however, we hope this reminder will let you know how very important YOUR response is to our survey.

Please take a few minutes and complete the enclosed questionnaire and return it in the postage paid envelope provided.

Thank you for your interest in our students and this effort to better prepare them for the job market available to them.

Sincerely,

Ruby C. Fournet
Department of Home Economics

RCF:ec

APPENDIX D

January 19, 1977

Dear Chamber of Commerce:

In order to upgrade our Interior Design program, the Home Economics Department at East Texas State University is conducting a survey of home furnishings and interior decorating businesses in Northeast Texas, Southwest Oklahoma, and Western Louisiana. We are attempting to determine the jobs available and the current job requirements for college graduates who will be entering the field of Interior Design and Home Furnishings.

Could you provide us with a list of the businesses in your area which offer products or services in these fields: furniture stores; department stores; paint stores; stores which sell lighting or window, wall, or floor coverings; as well as your interior decorators; architects; and building contractors?

We need the addresses, the phone numbers, and the names of the managers of the stores indicated.

Thank you for your cooperation.

Sincerely,

Judy Gold, Ph.D
Assistant Professor

Janet Carter
Research Associate

APPENDIX E

The Home Economics Department at East Texas State University is conducting a survey to locate information about the jobs available in the interior design and home furnishings merchandising industry in Northeast Texas, Southwest Oklahoma, and Western Louisiana. We are attempting to determine the skills and education required for these jobs and how our curriculum can be changed to meet these requirements.

Only a selected number of professional people have been chosen to participate. Since you are a significant participant in this important survey, you may be interested in the results and analysis. To obtain a copy of this summary, indicate your interest in the appropriate space on the questionnaire.

We emphasize that YOUR answers are vital to us. We are depending upon you as a qualified representative in this field to help us help our students -- and also help your industry, since these students may be your prospective employees after graduation.

There is no postage necessary on the reply envelope. We appreciate your help.

Sincerely,

Judy Gold, Ph.D
Assistant Professor

Janet Carter
Research Associate

APPENDIX F

A SURVEY OF NORTHEAST TEXAS, SOUTHEASTERN OKLAHOMA, AND WESTERN LOUISIANA BUSINESSES TO DETERMINE JOBS AVAILABLE AND JOB REQUIREMENTS FOR COLLEGE GRADUATES ENTERING THE FIELD OF INTERIOR DESIGN AND HOME FURNISHINGS

---

1. Is your business a:

_____ sole ownership
_____ partnership
_____ corporation

2. Please indicate your primary business classification (check only one):

_____ furniture store: design oriented
_____ furniture store: mass market
_____ furniture store: middle American
_____ interior designer
_____ building contractor
_____ architectural
_____ specifiers
_____ department store
_____ floor covering
_____ window and/or wall covering
_____ accessories
_____ lighting
_____ paint store
_____ other

3. Do you have difficulty finding qualified employees:

_____ yes
_____ no

4. How many people do you employ (including yourself) in the area of interior design and furnishings:

_____ 1
_____ 2
_____ 3
_____ 4
_____ 5
_____ 6-10
_____ 11-20
_____ 21 or more

5. Do you presently (or within the next year) anticipate increasing the above number of employees:

_____ yes
_____ no
If yes, how many _____

6. Please indicate what percentage of your interior design and home furnishings employees are considered in the following categories:

_____% salespersons only
_____% sales and interior design (have some training in design and furnishings)
_____% interior design only (primarily designers but do some selling)
100% total

7. How many of your employees in the area of interior design and furnishings are:
_____ high school graduates
_____ have some level of college study
_____ college graduates
_____ do not know

8. Please rank, in order of importance (1 being most important)the following qualifications you consider when interviewing an applicant:
_____ education
_____ experience
_____ salesmanship potential
_____ personality
_____ product knowledge
_____ professionalism
_____ communicative skills
_____ other (please specify)
____

9. In planning a curriculum to prepare prospective employees for you in the area of interior design and home furnishings, we would like to know what you consider important for a new employee entering your business to have studied (excluding general studies, i.e., math, English, history, etc.). Please circle number (1) VERY IMPORTANT, (2) DESIRABLE, or (3) NOT SIGNIFICANT FOR MY BUSINESS on each of the following:

Interior Design and Home Furnishings Merchandising	Rank
1) Professional Development--career planning, resume writing, job application procedures, and human relationships	1 2 3
2) Related Arts--study of elements and principles of design	1 2 3
3) Textiles--fibers, fabric construction and finishes	1 2 3
4) Fundamentals of Interior Design--selection and arrangement of furnishings	1 2 3
5) Housing--materials (i.e., walls, floors, exteriors, etc.) and construction used in creating living space	1 2 3
6) Interior Furnishings Merchandising--trends, places and people	1 2 3
7) Period Furniture--antiquity to present	1 2 3
8) Problems in Interior Design--business practices and procedures	1 2 3
9) Advanced Problems in Interior Design--presentation and execution of design problem solving	1 2 3
10) Equipment and Ecology--home equipment (excluding furnishings) and energy conservation	1 2 3
11) Space Planning--development of functional interiors	1 2 3
12) Internship--student apprenticeship in an interior design or home furnishings merchandising business	1 2 3

Business

1) Consumer Behavior--psychological view of consumer behavior	1 2 3

2) Marketing--market promotion, analysis of existing market systems 1 2 3
3) Principles of Marketing--functions and trade channels 1 2 3
4) Salesmanship--methods, problems, and routine duties 1 2 3
5) Retailing--location choice, buying, pricing, promotion, credit and stock control 1 2 3
6) Principles of Management--business planning, organization, and organization control 1 2 3
7) Small Business Management--observation and recommendation of a student to aid the business and gain experience for the student 1 2 3
8) Business Mathematics--discounting, mark-up pricing and percentages 1 2 3
9) Business Law--legal aspects and problems encountered in business 1 2 3
10) Advertising--techniques and methods of writing ads 1 2 3

Industry and Technology

1) Drafting--lettering, elevation and scale drawing 1 2 3
2) Domestic Architectural Drawing--complete floor plan drawing 1 2 3
3) Wood Technology--study of physical properties of woods, industrial processes, aesthetic design and uses 1 2 3
4) Furniture Upholstery--construction and repair of furniture 1 2 3
5) Blueprint Reading--symbols, specifications and scaling 1 2 3
6) Home Construction--estimating and specification writing 1 2 3
7) Architectural Design--plan designs and presentations for domestic dwelling 1 2 3

Art

1) Art History--survey of architecture, sculpture and painting 1 2 3
2) Commercial Art--layout illustrating 1 2 3
3) Watercolor--room layouts rendered in watercolors 1 2 3
4) Drawing Fundamentals--visual organization by drawing 1 2 3
5) Basic Art Design--various art media and techniques 1 2 3
6) Painting--basic techniques with oils 1 2 3
7) Silk Screen--fabric study and application of paint to fabric 1 2 3
8) Portfolio--development of a portfolio for job applications 1 2 3

Please specify below any other areas which you consider important to your business: ____________________

____

10. In which of the following annual pay rates would you initially place a college graduate you might hire (in the area of interior design and home furnishings):
_____ less than $5,000
_____ $6,000 - $8,000
_____ $9,000 - $11,000
_____ $12,000 or more

11. Do you now pay your beginning employees in the interior design and home furnishings area by:
_____ salary only
_____ salary and commission
_____ commission only
_____ salary and bonus
_____ contract basis   Other: ____________________________

12. Do you pay your established employees in the interior design and home furnishings area by:
_____ salary only
_____ salary and commission
_____ commission only
_____ salary and bonus
_____ contract basis   Other: ____________________________

13. Please indicate your approximate percentage of annual employee turnover:
_____ 0%   _____ 6 - 10%   _____ 21 - 30%   _____ 41 - 50%
_____ 1 - 5%   _____ 11 - 20%   _____ 31 - 40%   _____ above 50%

If you wish to receive a summary of the results obtained from this survey, please check here: _____

Please place this questionnaire in the postage free envelope and mail to us for compilation.

Dr. Judy Gold
EAST TEXAS STATE UNIVERSITY
Home Economics Department
Commerce, Texas 75428

APPENDIX G

Several weeks ago you received a survey questionnaire regarding job availability and job requirements for students entering the interior design and home furnishings merchandising industry.

Thus far, we have received fine responses to the survey. However, since we have not received your completed questionnaire, we hope this reminder will let you know how very important YOUR response is to our survey.

Please take a few minutes (no more than ten minutes should be necessary) to complete the enclosed questionnaire. Return the completed questionnaire in the postage-paid envelope provided for your convenience.

Thank you for your interest in our students and in this effort to better prepare them for the job market available to them.

Sincerely,

Judy Gold, Ph.D
Assistant Professor

Janet Carter
Research Associate